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ABSTRACT

One of nine competency-based training modules for personnel preparation in early childhood special education, this guide focuses on planning preschool programs. All modules are adaptable for use with a general audience, direct service personnel, or administrators and are based on the following principles: developmentally appropriate practice; integration of children with disabilities with typically developing peers; collaborative relationships with families; attention to individual needs; and provision for and valuing of diversity among young children and their families. Modules are intended to be used in whole or in part, in groups or for self-instruction. Each module comprises: goals; competencies (knowledge, skill, and values and attitudes); and objectives, with a matrix for each objective identifying enabling activities, resources, and leader notes. Relevant handouts, forms, and readings are provided for each objective. This module is designed to assist in the writing of a preschool program philosophy, the selection of developmentally and exceptionality-appropriate curriculum, and the establishment of a preschool environment appropriate for both typically developing children and those with disabilities. The module also covers data collection, recordkeeping, program evaluation, and the role of planning in establishing interpersonal interactions that support the development of young children. (Contains approximately 40 references.) (DB)

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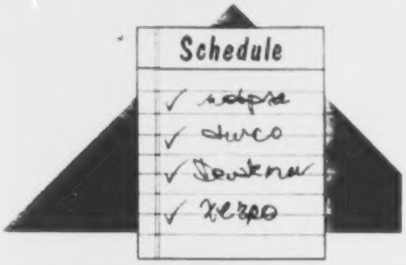

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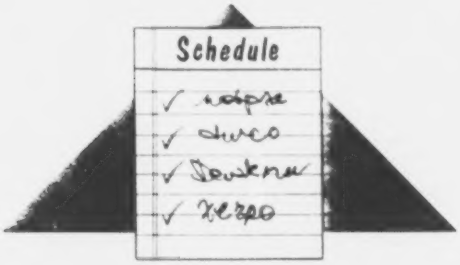

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These modules were developed through a grant funded by
The Ohio Department of Education, Division of Early Childhood Education
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Dear Educators:

There is, perhaps, no more important issue to address in the field of early childhood education than the professional development of those individuals who work in this field. The results of numerous studies that have been conducted to assess the quality of programs currently available to our nation's young children and their families suggest that the training and quality of staff are critical determinants to quality programming.

In the area of early childhood special education, professional training needs are also recognized as paramount. The number of preschool programs for children with disabilities has grown rapidly in Ohio, thus creating a dramatic increase in the number of trained professionals needed to meet the resulting human resource demands. The training needs of this cadre of teachers, as well as other service personnel who face this challenge, is the focus of *Project Prepare*.

This series of nine competency-based training modules is the result of a commitment on the part of many individuals in the State of Ohio to quality services for young children. Their dedicated efforts are to be commended. *Project Prepare* reflects widely accepted principles of sound early childhood theory and practice; reflecting what we know about the development of all young children, and what we know about the development of young children who have special needs. We hope that these materials assist you in your efforts to provide quality early childhood education programs for all of Ohio's young children.

Sincerely,

Irene Bandy-Hedden

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ACKNOWLEDGEMENTS

The modules in this set were developed as a result of a commitment on the part of many professionals in the State of Ohio; a commitment to quality services for young children with special needs as well as those who are typically developing. A need was established for compentency-based early childhood personnel training that reflects a commitment to: (1) the integration of children with disabilities and those who are typically developing; (2) developmentally appropriate practice; (3) providing services that value and are sensitive to all diversity in a multicultural, pluralistic society; and (4) effective collaboration between parents and professionals.

The immediate need for a large cadre of well-prepared personnel sensitive to the needs of young children with disabilities was recognized by leadership in the Ohio Department of Education. With the establishment of the Division of Early Childhood Education, a forceful position was taken on behalf of all young children. Funding was then made available to the Cuyahoga Special Education Service Center for research and development in personnel preparation.

We gratefully acknowledge Dr. Irene Bandy-Hedden, Assistant Superintendent of the Ohio Department of Education and Dr. Jane Wiechel, Director of the Division of Early Childhood Education for the role they each played in creating the atmosphere and the arena in which Project Prepare was conceived and implemented. The contribution of Dr. Karen Sanders has been invaluable. Her support, guidance, and attention to detail has strengthened us and enabled us to ensure quality and consistency to the final products of Project Prepare.

We wish to thank the members of the Steering Committee and the Consistency Task Force. Their feedback and endless hours of review supplied input to the process of refining the modules. The professionals on the Reaction Panel contributed insightful feedback during the early stages of module development that enhanced the content and format of the modules. The technical staff, whose dependable assistance was a critical component of our working team provided the day-to-day nitty gritty backup assistance necessary to a quality finished product. Most of all, we would like to thank each member of the Module Development Teams who conceived, delivered, nurtured, and raised the "child" whose name is Project Prepare. We offer this fully functioning child up for adoption to the Special Education Regional Resource Service Centers, without whose membership and continued abiding interest in total quality staff development, Project Prepare would not have been possible.

To all those who provided wisdom in this endeavor, gave an extra hand when it was needed, shared in our frustrations, and laughed with us in our moments of joy, we extend our deepest thanks and gratitude.

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PROJECT PREPARE GENERAL INTRODUCTION

This module is one of nine competency-based personnel preparation modules designed to prepare professionals to employ best practices to meet the special needs of young children with disabilities. Each module was developed by an outstanding team as part of a statewide collaborative effort called Project Prepare. Project Prepare was funded by the Ohio Department of Education, Division of Early Childhood Education in concert with the network of Special Education Regional Resource Centers.

Each module targets a facet of best practice found to be critical in implementing a free appropriate public education specifically for three- to five-year-old children with disabilities. While this is the age focus of Project Prepare the modules are applicable for serving all young children. The module topics are:

Assessment,

Family Collaboration,

Individualized Education Program (IEP),

Preschool Integration,

Managing Behavior,

Planning,

Play,

Technology,

Transition.

This list of carefully selected topics does not exhaust all aspects of knowledge, skills, attitudes, and values that are important, even essential, in meeting the challenge posed in implementing the amendments, contained in P.L. 99-457, of the Individual with Disabilities Education Act (I.D.E.A.). However, each module does represent a "competency cluster," rather than a single competency, addressing several general objectives, each of which is broken down into specific knowledge, skill, and value/attitude objectives.

The teams were asked to monitor their own work on the basis of carefully determined criteria, which were then used throughout a multi-stage process of review. Several factors were scrutinized in order to keep the content philosophically consistent within each and across all modules. These premises are in harmony with the philosophical position of the Ohio Department of Education, Division of Early Childhood Education which in turn reflects best practices in the field of Early Childhood Special Education. The issues are summarized as follows:

Developmentally Appropriate Practice in accord with principles set forth by the National Association for the Education of Young Children (NAEYC).

Integration of children with disabilities in programs with their typically developing peers.

Collaborative relationships with families.

Attention to the special needs of each child with recognition of the child's abilities, as well as disabilities.

Provision for and valuing of all diversity among young children and their families (e.g., ability, cultural, racial, religious, gender, etc.).

A second criteria the module development teams were asked to consider in monitoring their work was adaptability. Adaptability was defined in three ways. First, each module needed to be adaptable in a demographic sense, that is, responsive to needs in diverse geographic settings (rural, urban, suburban) with diverse populations. Second, each module was designed for potential use with three different groups of participants:

General (e.g., parents, community groups);

Staff (direct service personnel, such as teachers and therapists);

Administrators (persons in leadership roles, such as building principals and program directors).

Some of each module's content may be applicable to all three potential "audiences" however, in many instances differentiation of content is appropriate, based on the anticipated needs of participants. Thus, while the same goals are indicated for the three groups of participants, these goals are translated in knowledge, skills, and value/attitude objectives appropriate to each group. Differentiation of objectives by audience and by type is shown in the following matrix taken from one of the modules.

GOALS

KNOW THE LEGAL AND ETHICAL BASIS FOR PRESCHOOL INTEGRATION

	GENERAL OBJECTIVE	STAFF OBJECTIVE	ADMINISTRATOR OBJECTIVE
COMPETENCY COMPONENT	Understand the legal and ethical basis for including children with disabilities in typical preschool programs.	Understand the legal and ethical basis for including children with disabilities in typical preschool programs.	Understand the legal and ethical basis for including children with disabilities in typical preschool programs.
KNOWLEDGE	Participants will identify the relevant sections from federal law which provide the legal preference for including children with disabilities in typical programs.	Participants will identify the relevant sections from federal law which provide the legal preference for including children with disabilities in typical programs.	Participants will identify the relevant sections from federal law which provide the legal preference for including children with disabilities in typical programs and the ethical issues related to this inclusion.
SKILL	Participants will explain from an ethical perspective, why children with disabilities should participate in typical preschool programs.	Participants will list "supplemental services" which might be necessary to enhance the participation of children with disabilities in typical programs.	Participants will synthesize legal requirements and ethical considerations related to inclusion by predicting the outcome of cases for specific children.
VALUE/ATTITUDE	Participants will list potential benefits of inclusion for children, families, and teachers.	Participants will give personal opinions of potential benefits of including children with disabilities in typical programs and means to make this inclusion possible.	Participants will generalize a philosophy statement to guide a school system in the direction of inclusion.

The third form of adaptability is implied by the term module itself. Each module is intended to have an "accordion-like" quality so that, while each is a complete "package" entailing about five hours of instruction, sections can be selected, at the discretion of the group leader, depending upon: (1) needs of the participants, and (2) time availability. The module is also adaptable in the sense that it can be used for individual self-instruction as well as group instruction by a leader.

Other criteria employed in developing and refining the modules were:

- The **goals** for the module are clear to the leader and to the participants.
- Each **activity** is congruent with the objective with which it is associated.
- The module is, insofar as possible, **self-contained and self-sufficient** — that is, all needed materials are provided or readily available.
- **Terms** are appropriately used and clearly defined.
- The module is designed to hold the **interest and motivation** of those using it.

For each objective, a matrix identifies enabling activities, resources for use in conducting these activities, and leader notes (suggestions, possible supplemental materials, etc.). The following example of a matrix from one module is representative of this plan of organization and illustrates how resources and notes are linked to activities.

LEVEL: STAFF

GOAL: Comprehend the significance of play in the development of young children

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will understand (recognize) the relationship between play and the developing child

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
10. Discuss stages of play that children experience as viewed by several theorists. – Mildred Parten – Piaget – Sara Smilansky – Others	10. Use Handouts *Mildred Parten's Developmental Stages of Social Play* *Piaget's Theory of Play* *Sara Smilansky* *Others*	10. Read Chapter 11, *Teaching Infants and Preschoolers with Handicaps* by Bailey and Wolery. Read *Special Needs: Play and Learning*. Also read *Play As A Medium for Learning & Development. A Handbook of Theory and Practice* by Bergen.
11. Review *Four Trends Pertinent to Play*.	11. Use Transparency *Four Trends*	11. Read and study leader notes, *Four Trends Pertinent to Play*.
12. Review stages of cognitive play.	12. Use Handout *Stages of Cognitive Play*	12. Cognitive play is used here as one example. If time permits, other domains could be discussed.
13. Review the way play can contribute to the preschool child's overall development.	13. Use Transparencies *As Adults* *All people ...*	13. Read Chapter 11, *Teaching Infants and Preschoolers with Handicaps* by Bailey and Wolery. Read Section 2 in *Play As A Medium for Learning and Development* by Bergen.

Enabling Activities — This column lists the recommended activities that will lead to the accomplishments of the objectives.

Resources — The materials listed in this column are those needed to complete the recommended activities.

Leader Notes — Special recommendations to the in-service leader on conducting the suggested activities are provided in this column.

MULTI-STAGE PROCESS OF DEVELOPMENT AND REVIEW

Having identified their respective topics, the teams developed their modules during the 1990-91 school year, sharing progress reports at a series of planning meetings. This stage culminated in more formal presentations of the "work-in-progress" to members of all module development teams, Project Prepare staff, and a Reactor Panel. Comments and suggestions elicited through this process were incorporated in feedback meetings of the Reactor Panel with each team.

Throughout the 1991-92 school year, a two-stage field test procedure was implemented. First, each team presented a five-hour training session of their module at a primary training site. Evaluation data obtained from these sessions included feedback from the leaders, the participants, and also an invitational group of observers. Observers included steering committee members, members of other teams, and project coordinating staff. Participants in each primary training session were given the opportunity to participate in secondary training, that is, to conduct a five-hour training session using any of the nine modules, providing similar evaluation data. A total of 18 secondary training sessions were held. The results of the primary and secondary training yielded data used in considering modifications.

Overall, both participants and leaders who supplied feedback on the field test sessions were very positive about the training and materials. A total of 484 surveys were completed by in-service participants. Those who responded represented individuals from diversely populated areas: rural (37%), urban (16%), urban and suburban (14%), rural, urban and suburban (14%), suburban (8%), and rural and urban (7%). Almost all (98%) felt that the activities presented at their sessions related to the in-service topic. A similar response was found for consistency with philosophical premises. Most believed that the in-service training was consistent with developmentally appropriate practice (98%), exceptionality appropriate practice (90%), integration (91%), and family and professional collaboration (93%). The majority of those who did not respond positively to these items on consistancy "did not know" whether or not there was consistency.

The greatest amount of disagreement was found on the item which asked whether the training was sensitive to multicultural issues. Seventy two percent of those responding indicated "yes," while 16% said "no" and 16% "did not know." As a result of this feedback the issue of sensitivity to diversity was strengthened in the materials during the final revision.

Additional positive feedback from participants showed that 93% felt that activities were appropriate for the audience, 96% believed the interest level was acceptable or terrific and 95% would recommend the training to others. No significant differences were found among responses from different types of audience participants (i.e., teachers, psychologists, parents, etc.) or among groups from varied populations (i.e., urban, rural, suburban, etc.).

The feedback provided by the 21 in-service leaders who completed response surveys was quite similar to that shared by the participants. Most (91%) felt that the materials allowed them to meet their objectives and that activities related to the goals stated in the modules. Almost all believed that the materials were consistent with developmentally appropriate practice (95%), exceptionality appropriate practice (95%), integration (94%), and family and professional collaboration (95%). Sixty three percent of the leaders responding believed that the materials were also sensitive to multicultural issues, while 31% "did not know," and 5% felt that they did not adequately address this premise. As stated above, this information was used to identify and make needed revisions.

In addition, most leaders (88%) found the activities to be appropriate for all audience participants and that materials were designed to accommodate various audiences (91%). All (100%) found the interest level to be acceptable or terrific. Seventy five percent of the leaders noted that all required materials were provided and 95% believed that module materials could be used for in-service training sessions that varied in length (i.e., amount of time).

In regard to the use of the modules by leaders, most found them easy to use (95%), well organized (84%), to have clear directions (94%), and to have clear (100%), and complete (89%) leader notes. Minor revisions were made following the field test to increase these charateristics in the set.

Strong support by the leaders for the competency-based modules was found in the fact that all (100%) reported that they would use the same module again and many (89%) said that they would use other modules in the set. Finally, all leaders (100%) indicated that they would recommend the modules to other professionals who conduct in-service training.

Each module development team having made every effort to insure that their product satisfied each of the basic criteria, then used the feedback to refine and modify their final product. During the entire process each module was subjected to conscientious and detailed peer review. Directives ranged from minor editorial changes to significant and substantive additions, deletions, and reworkings. Team cooperation and genuine enthusiasm was evident throughout the entire process, as was their creativity, resourcefulness, thoroughness, and skill. Their efforts combined with the expertise and conscientious work of the Project's Steering Committee, cross-module review teams, the Reactor Panel, internal and external expert reviewers, and the Project Consistency/Finalization Task Force made for a truly collaborative project and a total quality product.

Module Introduction

Planning

MODULE DEVELOPMENT TEAM

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ACKNOWLEDGMENTS

The authors of this module represent a broad range of backgrounds and many years of experience with preschool programs. Vivian Nutter, team leader, is an Early Childhood Specialist with the Hopewell SERRC in southcentral Ohio. She recently completed her Master's Degree in Special Education with emphasis in supervision at the University of Cincinnati's Department of Special Education/Early Childhood. She has three grown sons.

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Lisa Barnhouse, Ed.D., Coordinator of Hopewell SERRC's Early Childhood Program, is a school psychologist. She has two school-age children.

We sincerely thank our secretary, Linda Peabody, for her time, effort, dedication, and hard work on this project. Without Linda, this training module would not have been possible.

We dedicate our efforts on this project to the quality education of all young children.

ABSTRACT

The Planning Module is one of a series of modules for competency-based inservice of early childhood personnel that focuses on planning preschool programs. The materials are designed to assist participants in the writing of a program philosophy, the selection of developmentally and exceptionality-appropriate curriculum, and the establishment of a preschool environment that is appropriate for both typically developing children and those with disabilities. In-service activities are also provided to help participants understand the role of planning in establishing interpersonal interactions within the preschool environment that support the development of young children. Finally, the issues of data collection/record keeping and program evaluation are also addressed.

OVERVIEW

The purpose of the Planning Module of the Preschool Personnel Preparation Project is to help others plan, implement, and evaluate an appropriate program which includes children with disabilities. The primary intention of these materials is to aid in-service as well as pre-service administrative and teaching staff as they include young children with disabilities into their programs and strive to improve the quality of their existing programs. However, this module could be used by parents to help them understand and select appropriate programs for children. The module is applicable to programs for young children in public school settings, Head Start, private preschools, home-based programs and child care centers.

The areas included in the Planning Module are Philosophy, Curriculum, Environment, Interactions Among Children and Adults, Data Collection/Record Keeping, and Program Evaluation. Each area has one stated goal with objectives for the competencies of Knowledge (familiarity), Skill (expertise), and Values and Attitudes (feelings). General objectives focus on basic information. Staff objectives center on information that has direct bearing on preschool planning practices. Administrator objectives concentrate on information relative to program design. The module is organized for use by a group leader or may be used as an individual self-study guide. A posttest and a bibliography are included. Space is provided to identify locally available training resources, such as videotapes, as well as exemplary programs which invite observation.

GOALS

The goals for this module are as follows:

1. Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality-appropriate program.
2. Define developmentally and exceptionality-appropriate curriculum and recognize the implications for best practice.
3. Define environment as it applies to a developmentally and exceptionality-appropriate preschool program.
4. Understand the value of interpersonal interactions in the optimum development of young children.
5. Identify necessary data collection/record keeping information.
6. Recognize the importance of a systematic program evaluation for providing quality preschool services.

GOAL #1 Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality-appropriate program.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Recognize the value of a program philosophy.	Recognize the practical aspects of a program philosophy.	Recognize that a program philosophy is the framework for developing a quality early childhood program.
Knowledge Objectives	Participants will identify the importance of a state program philosophy in making decisions about daily practice.	Participants will identify necessary elements of a preschool philosophy.	Participants will identify reasons for implementing a team approach for writing a program philosophy.
Skill Objectives	Participants will identify practices which are consistent with a developmentally appropriate program philosophy.	Participants will analyze an example of a program philosophy.	Participants will identify members by area of expertise to serve on a committee to develop a program philosophy.
Attitude Objectives	Participants will select a program philosophy which best reflects personal priorities.	Participants will describe the implications/benefits of implementing a program philosophy.	Participants will recognize that the team approach is an effective way for developing a philosophy statement.

GOAL #2 Define developmentally and exceptionality-appropriate curriculum and recognize the implication for best practices.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Identify developmentally appropriate and exceptionality-appropriate preschool curricula.	Recognize developmentally appropriate curricula and design activities to implement the curriculum for the typical children and those with special needs.	Identify curricular resources and be able to establish a committee to choose a curriculum.
Knowledge Objectives	Participants will recognize that there is a variety of existing preschool curricula.	Participants will state the components of a developmentally and exceptionality-appropriate curriculum.	Participants will investigate resources to access curricula available for review.
Skill Objectives	Participants will define developmentally appropriate and exceptionality-appropriate curriculum.	Participants will design developmentally and exceptionality-appropriate activities.	Participants will develop a committee to choose developmentally appropriate curricula and meet program needs.
Attitude Objectives	Given developmentally appropriate program philosophy, participants will be able to identify whether activities are developmentally appropriate.	Participants will appreciate how a curriculum guides the activities in the classroom.	Participants will appreciate the roles of members in a curriculum committee.

GOAL #3 Define environment as it applies to a developmentally and exceptionality-appropriate preschool program.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Describe how preschool children learn from interactions with the people and things around them.	Identify critical elements of an appropriate preschool environment.	Determine program policies and budget priorities which facilitate an appropriate preschool environment.
Knowledge Objectives	Participants will describe how the preschool environment fosters development.	Participants will identify factors to consider when setting up an appropriate preschool program environment.	Participants will identify program policies which support an appropriate preschool environment.
Skill Objectives	Participants will evaluate the appropriateness of various elements of a preschool environment.	Participants will practice selecting and arranging elements of an appropriate preschool environment according to an established program philosophy.	Participants will identify common challenges to providing an appropriate preschool environment.
Attitude Objectives	Participants will identify personal priorities concerning preschool environments.	Participants will begin to plan an "ideal" preschool environment.	Participants will appreciate the need for policy and budget strategies which encourage an appropriate preschool environment for a particular program.

GOAL #4 Understand the value of interpersonal interactions in the optimum development of young children.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Recognize the importance of interpersonal interactions in the overall development of preschoolers.	Plan various opportunities for preschoolers to learn and develop through interpersonal interactions.	Identify strategies to encourage interpersonal interactions as a means of preschoolers to learn and develop.
Knowledge Objectives	Participants will describe how adult-child and child-child interactions support preschoolers' development.	Participants will identify types of adult-child and child-child interactions in a preschool program.	Participants will determine program policies which support adult-child and child-child interactions among preschoolers.
Skill Objectives	Participants will identify steps in observing adult-child and child-child interactions.	Participants will practice planning appropriate teaching strategies which take advantage of adult-child and child-child interactions among preschoolers.	Participants will identify challenges and possible solutions regarding adult-child and child-child interactions among preschoolers.
Attitude Objectives	Participants will identify personal priorities regarding the role of adults and peers in a preschool program.	Participants will begin an improvement plan which emphasizes adult-child and child-child interactions among preschoolers.	Participants will establish policy and budget priorities and personnel selection and development guides which support the development of preschoolers through adult-child and child-child interactions.

GOAL #5 Identify necessary data collection/record keeping information.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Recognize the need for accurate data collection/record keeping.	Comprehend the need for accurate data collection/record keeping and program planning.	Comprehend the need and legal requirements for accurate data collection and record keeping.
Knowledge Objectives	Participants will identify at least three reasons for maintaining accurate data collection/record keeping.	Participants will identify at least three methods of gathering information.	Participants will identify information necessary to comply with state regulations.
Skill Objectives	Participants will complete the required forms (as a parent) for enrollment.	Participants will complete the forms and complete a file for a child enrolled in a preschool program.	Participants will become familiar with forms required by the Ohio Department of Education for chartered public and chartered non-public school programs and for those required by the Ohio Department of Human Services for other community-based programs.
Attitude Objectives	Participants will prioritize three necessary data collection/record keeping procedures relevant to a particular program.	Participants will prioritize three necessary data collection/record keeping procedures relevant to a particular program.	Participants will appreciate the significance of maintaining accurate records.

GOAL #6 Recognize the importance of systematic program evaluation in providing quality preschool services.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Define the rationale for a systematic program evaluation.	Understand the practical aspects of a systematic program evaluation.	Understand the use of a systematic program evaluation for decision making.
Knowledge Objectives	Participants will identify the rationale for a systematic program evaluation.	Participants will identify approaches or models of program evaluation.	Participants will identify important considerations and stages for implementing a program evaluation.
Skill Objectives	Participants will identify strategies used in program evaluation.	Participants will select appropriate evaluation methods which will produce information relevant to specific issues.	Participants will identify strategies for program improvement based on the findings of a program evaluation.
Attitude Objectives	Participants will explain the value of a program evaluation.	Participants will explain the value of conducting a program evaluation.	Participants will recognize the need to critically examine their own program evaluation.

GLOSSARY

Adapt: Changing or modifying the time (schedule), space, materials, or expectations of the environment to better meet the needs of an individual child or class.

Adaptive behavior: Addresses self-help, independent functioning, and personal and social responsibility as is appropriate for a same-age peer and according to one's cultural group.

Adaptive computer access: Use of an alternative input device for the computer which gives the student with disabilities an alternate means of access when the regular keyboard may not be appropriate. These include expanded keyboards, switches, touch windows, joysticks, and voice input.

Adaptive firmware card: A special card placed inside the Apple computer which allows transparent access to commercial software by any one of 16 input methods, including scanning, Morse code, expanded keyboards, and adaptive keys.

Adaptive keyboard: An alternative keyboard usually attached to the computer with an adaptive firmware card. Adaptive keyboards are generally programmable and allow the student to send information to the computer in the most efficient form based on individual needs.

Age appropriate: Experiences and/or a learning environment that support predictable growth and development in the physical, social, emotional, and cognitive domains that are typical for children at specific chronological ages.

Anecodotal records: A brief account of a situation that provides a factual description of an incident, behavior, or event.

ANSI: American National Standards Institutes: Institute which adopted a standard for the threshold of normal hearing.

Anti-bias curriculum: Developmentally appropriate materials and equipment which project an active/activist approach to challenging prejudice, sterotyping, bias, and "isms."

Appropriate environment: Surroundings that are suited to both the age and the individuality of all children present.

Appropriate practice: Techniques or a style used with young children that is age and individually appropriate.

Assertive: To maintain or defend rights without being hostile or passive.

Assessment: The collection of information through different types of procedures such as criterion-referenced tools, norm-referenced tools, observation, interviews, and anecdotal records.

Assistive device: Any specific aid, tool, or piece of equipment used to assist a student with a disability.

Associative play: A type of play in which a child plays with others in a group and subordinates his/her individual interest to the interests of the group.

At-risk: Students that have a greater chance of experiencing difficulties developmentally or at school due to social, economic, environmental, or biological factors.

Augmentative and alternative communication (AAC): An integrated group of symbols, aids, strategies, and techniques used by a student to enhance communication abilities. The system serves to supplement the student's gestural, spoken and/or written communication abilities. AAC strategies include the full range of approaches from "low tech" concrete and symbolic ones to "high tech" electronic voice out-put systems.

Battery device adaptor: Adaptation which allows a battery-operated device to be activated by a switch.

Boot: The process of turning the computer on and loading a program into memory.

Byte: The area of storage needed for storing a single character of the alphabet in memory. One thousand twenty four bytes are equivalent to one K of memory. One byte is made up of eight on/off electronic impulses called "bits." Knowing how much memory is available on your computer will ensure appropriate planning for software selection.

Categorical orientation: A philosophical approach to assessment designed to yield a diagnostic label; labeling a child according to some presumably underlying condition (e.g., learning disability, mental retardation, or behavior disorder).

Center-based services: Educational services that are provided at a central location, typically through a classroom type format.

Character: Refers to any letter, number, punctuation mark, or space used to represent information on the computer.

Child-initiated activity: An activity selected by a child with little or no intervention by another child or adult.

Close-ended materials: Materials that have one or two ways in which children can play with them and which offer few opportunities for creativity and experimentation.

Cognition: Application of intellect as opposed to feelings/affect in mental processes.

Collaboration: Interaction between people to solve a problem; working and sharing together for a common goal.

Collaborative: A group of agencies and parents working together to ensure quality services for young children with disabilities.

Communication skills: Receptive and expressive language, facial expressions, body language, gestures, etc. that allow a child to respond across settings.

Computer: It is the processing unit, memory, and power supply source of the computer system. Attached to the computer are the monitor, the input device (e.g., keyboard), and the disk drive. [Also called the central processing unit (C.P.U.).]

Computer assisted instruction (CAI): Refers to all instruction which is conducted or augmented by a computer. CAI software can target the full range of early childhood curricular goals, with formats that include simple exploration, educational games, practice, and problems solving.

Computer switch interface: Device which allows single switch access to a computer.

Constructive play: Play in which a child purposefully manipulates materials in order to build structures and produce novel or conventional creations.

Control unit: The unit that enables electrical devices to be activated by a switch.

Cooperative play: Play in which a child plays with other children in activities organized to achieve a common goal, may include interactive dramatic play or formal games.

Co-playing: Occurs when an adult joins in an ongoing play episode but lets the children control the course of the play.

Criterion-referenced tests: Evaluation tools which are specifically constructed to evaluate a person's performance level in relation to some standard.

Curriculum-based assessment: An assessment of a child's abilities or behaviors in the context of a predetermined sequence of curriculum objectives.

Cursor: The small blinking symbol on the monitor which indicates that the computer is waiting to receive information.

Dedicated device: A device containing a computer processor dedicated strictly to processing and producing voice output.

Developmental: Having to do with the typical steps or stages in growth and development before the age of 18.

Developmentally appropriate: The extent to which knowledge of child development is applied in program practices through a concrete, play oriented approach to early childhood education. It includes the concepts of age and individual appropriateness.

Developmentally appropriate curriculum: A curriculum planned to be appropriate for the age span of the children within the group and is implemented with attention to individual and differing needs, interests, and skills of the children.

Developmentally appropriate practice (DAP): Curriculum which is appropriate to the age and individual needs of children.

Differentiated referral: Procedures for planning, implementing, and evaluating interventions which are conducted prior to referral for multifactored evaluation.

Digitized speech: Speech that is produced from prerecorded speech samples. While digitized speech tends to be more intelligible and of higher quality than synthesized speech other factors such as the speaker system play into the overall effect.

Direct selection: A selection which is made on a computer through either a direct key press or use of a light to directly point to the desired key.

Discrepancy analysis: A systematic assessment process in which skills required for a task are identified and compared to a child's current skills to determine the skills that need to be taught or for which adaptations need to be made.

Disk: The item used to store computer programs. [Also known as a diskette or floppy disk.]

Disk drive: Component of computer system which reads program information stored on disk.

Documented deficit: Area of development or functioning for a child that has been determined to be delayed based on data obtained through structured interview, structured observation, norm-referenced and criterion-referenced/curriculum-based assessments.

Domain-referenced tests: Evaluation instruments which emphasize the person's performance concerning a well-defined level or body of knowledge.

Dramatic play: Play in which a child uses objects in a pretend or representational manner. [Also called symbolic play.]

Eligibility: Determination of whether a child meets the criteria to receive special education services.

Evaluation: A comprehensive term which includes screening, assessment, and monitoring activities.

Event Sampling: A type of systematic observation and recording of behaviors along with the conditions that preceded and followed them.

Expanded keyboard: Larger adapted keyboards that replace the standard keyboard for a child whose motor control does not allow an efficient use of a regular keyboard. With the use of special interfaces, the size and definition of the keys can be alterd based on the needs of the child.

Expectations: The level of behavior, skill, and participation expected within the classroom environment.

Exploratory play: Play in which a child learns about herself and her world through sensory motor awareness and involvement in action, movement, color, texture, and sound. Child explores objects and the environment to find out what they are about.

Family: Parents and their children; a group of persons connected by blood or marriage; a group of persons forming a household.

Fixed vocabulary: Vocabulary that has been pre-programmed by the manufacturer within a communication device. In some cases it can be altered. In other cases, revisions must be submitted to the manufacturer for re-programming.

Formative evaluation: The collection of evaluation data for the purpose of supporting decisions about the initial and ongoing development of a program.

Functional approach: A philosophical orientation to assessment and curriculum which seeks to define a child's proficiency in critical skills necessary for the child to be successful at home, at school, in the community, etc.

Functional play: Play in which a child repeats simple muscular movements or utterances. The repetitive action provides practice and allows for exploration.

Funding advocate: Individual who assumes critical role of developing a funding strategy, pursuing appropriate sources and patiently advocating on behalf of the child until funds are procured.

Funding strategy: A methodical play developed by the funding advocate for procuring funding which is based on a determination of unique individual needs and an understanding of the resources and requirements of appropriate systems.

Generalization: The integration of newly-acquired information and the application of it to new situations.

Graphics: Pictures and other visual information generated by the computer.

Grief: Reaction to loss; feelings parents may experience when confronted with information about their child's disability.

Hardware: Refers to all electronic and mechanical components making up the computer system, including the computer, monitor, disk drive, printer, and peripherals.

I.D.E.A.: Individuals with Disabilities Education Act.

Identification: The process of locating and identifying children who are eligible for special education services.

Imaginative play: Play in which a child uses toys or objects for imitation, role-playing, and pretending.

Incidental learning: Information learned in the course of play and other informal activities without the need for any specific teaching.

Individual appropriateness: Experiences that match each child's unique pattern of growth, personality, learning style, and family/cultural background.

Individual Family Service Plan (IFSP): A written plan for an infant or toddler developed jointly by the family and appropriate qualified personnel.

Individualized Education Program (IEP): A written education plan for a preschool or school-aged child with disabilities between the ages of three and 21 which is developed by a professional team and the child's parents.

Informal tests: Measures that are not standardized and are developed to assess children's learning in a particular area.

Initialize: A necessary process for preparing a computer disk to store information for the first time. Any information on the disk will be erased when the disk is initialized.

Input device: Any component or peripheral device which enables the child to input information to the computer. While the keyboard is the most common, other input devices include switches, adapative keyboads, joysticks, power pads, and touch windows.

Integrated preschool: A preschool class that serves children with disabilities and typically developing peers in the same setting.

Integration: Participation of children with disabilities in regular classroom settings with typically developing children.

Integration (of technology): A process in which assistive technology is effectively utilized to provide a child who has disabilities equal opportunity to participate in ongoing curricular activities. It involves using technology to augment internal capabilities in the accomplishment of desired outcomes in academic, social, domestic, and community settings and involves awareness-building on the part of all staff and peers.

Interdisciplinary: A model of team organization characterized by professionals from several disciplines who work together to design, implement, and document goals for an individual child. Expertise and techniques are shared among the team so all members can assist the child in all domains; all members assess or provide direct service to the child.

Interface: A connection between a computer and an add-on peripheral device.

Interface card: A circuit board which can be inserted into one of the expansion slots to add specific capabilities to the computer. Examples are Adaptive Firmware Card™ or Echo™.

Interpersonal communication: Communication with others.

Intrapersonal communication: Communication with oneself.

I/O game port: Ports located on or in the computer that allow the user to plug in peripheral devices.

Itinerant services: Services provided by preschool special education teachers or related services personnel which occur in the setting where the child or the child and parent(s) are located as opposed to providing services at a centralized location.

Joy stick: An input device for the computer which has a control stick and two buttons. Rotating the stick moves the cursor in a circle. Pressing the buttons can control other program features.

K: Stands for kilo or 1,000 (actually 1,024) bytes of memory. A computer with 64K has storage for 64 kilobytes of data.

Keyguard: A plastic or metal sheet with finger-sized holes that covers a standard or alternative keyboard to help children who have poor motor control to select the desired keys.

LEA (Local Education Agency): The public school district which is responsible for a student's education.

Leaf switch: Flexible switch that is activated when bent or gently pressed.

Least restrictive environment (LRE): To the maximum extend appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Manipulative play: Play in which a child acts upon objects in order to physically explore and control the objects.

Mask: A cardboard or plastic device that is placed over keyboard sections on a computer or communication device to block out unnecessary keys and assist the child in focusing on the target keys for a particular function.

Maximize: Making maximal use of the materials and environmental cues readily available in the typical early childhood environment in order to enhance the participation skills of children with disabilities within that classroom setting.

Megabyte: A unit of measure for computer memory. One megabyte equals 1,048,576 bytes or characters.

Memory: Computer chips which have the capacity to store information. Information stored in Read Only Memory (ROM) is stored permanently for the computer and cannot be erased. Random Access memory (RAM) is a temporary storage area for programs and data. RAM is erased when the computer is turned off and therefore must be stored on a disk or hard disk drive.

Mercury (tilt) switch: Gravity sensitive switch which activates when tilted beyond a certain point.

Modem: A peripheral device which allows a computer to send and receive data from another computer over the telephone lines.

Monitor: A screen which provides a visual display of the information being processed by the computer.

Motor planning: The discovery and execution of a sequence of new, non-habitual movements. Examples: Climbing through an unfamiliar obstacle course, learning to remove a sweatshirt or to tie a bow. Once the sequence is learned, it does not require motor planning to repeat it.

Mouse: A computer device that controls the pointer on the monitor. By clicking a mouse, a child can provide input to the computer.

Multifactored assessment: An evaluation of more than one area of a child's functioning so that no single procedure shall be the sole criterion for determining an appropriate educational decision. Such an evaluation includes professional staff from many disciplines.

Multidisciplinary; A model of team organization characterized by professionals from several discipines working independently who relate information concerning their work with an individual child to each other but do not coordinate, practice, or design a total educational program together.

Muppet learning keys: A touch sensitive keyboard designed specially for use with children. Letters and numbers are arranged in sequence, and keys are marked with colorful Muppet characters.

Norm-referenced tests: Tests that compare the performance of an individual against a group average or norm. Such tests often utilize standard scores, percentile ranks, age equivalencies, or developmental quotients.

Object permanence: The recognition of the existence of objects by children even after all or part of it is out of sight. Peek-a-boo is an early game to help baby begin to develop object permanence.

Observation: To take notice or pay attention to what children say and do in order to gather and record information for the purpose of interacting more effectively with them.

Open-ended materials: Materials which offer a wide range of opportunities for creativity and experimentation and that do not have just one or two ways in which a child can play with them.

Output: Any information that is transferred from the computer to another device such as a printer or speaker.

Output device: Any device that receives information from the computer and makes it available to the child in an understandable form. Output devices include monitors, printers, and speech synthesizers.

Overlay: Paper or plastic sheet which fits over a computer keyboard or electronic communication device containing symbols or icons depicting the information stored in the active areas below.

Parallel play: A situation in which a child plays independently with materials similar to those used by children playing in close proximity. Social contact is minimal.

Peer-initiated acitivity: A child becomes involved in an activity following the observation of a peer engaged in play or through invitation by that peer.

Peripheral: Any hardware device which is outside, but connected to, the computer. Peripherals include input and output devices such as joysticks, touch windows, adaptive keyboards, speech synthesizers, and printers.

Physical play: Action that is frequently social, may be competitive, and includes rough-and-tumble activities.

Plate switch: The most common type of switch. Downward pressure on plate causes circuit to be completed and connected object will be activated.

Play: Freely chosen, spontaneous, and enjoyable activities which assist in organizing cognitive learning, socialization, physical development, communication, etc.

Play-based assessment: Assessing children in a natural play-oriented setting as opposed to a traditional assessment environment in which the examiner controls the child's behavior through standardized testing procedures.

Play tutoring: An adult initiates a new play episode taking a dominant role and teaching the child new play behaviors.

Port: A socket on the back panel or on the logic board of the computer for connecting peripheral devices.

Power pad: A touch sensitive pad used as an alternate means of accessing the computer. Overlays define press areas necessary to activate special software programs.

Practice play: Involves the child's pleasurable repetition of skills that have been previously mastered.

Pressure sensitivity: Refers to the amount or degree of touch sensitivity required to activate a device.

Preventative approach to managing behavior: Adults set the stage for an environment that is child-centered, based on developmentally appropriate activities, expectations, and techniques, and organized to address positive discipline.

Printer: The device which produces a printed "hard copy" of the text or graphics from the computer.

Program: A set of instructions for the computer which allows it to carry out a specific function or task.

Programmable vocabulary: Refers to communication devices that can be programmed on site, as opposed to being returned to the manufacturer for programming.

Public domain software: Programs which are not copyrighted and are available for copying.

Public Law 94-142: A law passed in 1975 requiring that public schools provide a "free, appropriate public education" to school-aged children regardless of handicapping conditions (also called the Education of the Handicapped Act).

Public Law 99-457: *The Education of the Handicapped Act Amendments of 1986.* This law mandated services for preschoolers with disabilities and established the Part H program to assist states in the development of a comprehensive, multi-disciplinary, and statewide system of early intervention services for infants and toddlers (birth to age three).

Public Law 101-476: *The Education of the Handicapped Act Amendments of 1990.* This law changed the name of EHA to the Individuals with Disabilities Education Act (I.D.E.A.). The law reauthorized and expanded the discretionary programs, mandated that transition services and assistive technology services be included in a child's or youth's IEP, and added autism and traumatic brain injury to the list of categories of children and youth eligible for special education and related services among other things.

Pure-tone hearing test: Test that detects hearing loss using pure tones (frequencies) varing from 250 Hz to 8,000 Hz. This is the range that includes most speech sounds.

Rating scales: Tests used in making an estimate of a child's specific behaviors or traits.

Reliability: A measure of whether a test consistently measures what it was designed to measure. The focus is on consistency.

Role release: Mutual sharing of knowledge and expertise by professionals on a team in order to enhance service delivery to the child and family which enables each team member to carryout responsibilities traditionally assigned to another member of the team.

Running record: A narrative description involving a record of a child's behavior and relevant effects for a period of time.

Scanning: A process by which a range of possible responses is automatically stepped through. To select a response, the child activates the switch at the desired selection.

Screening: A process of identifying and referring children who may have early intervention needs for further assessment.

Self-control: The voluntary and internal regulation of behavior.

Shareware: Public domain software available for trial use prior to purchase.

Sip 'n puff: A type of switch which is activated by sipping or puffing on tubing.

Social competence: The ability of a child to interact in a socially acceptable and developmentally appropriate manner.

Software: The programs used by the computer which are available on both 3.5" and 5.25" disks.

Solitary play: A situation in which a child plays alone and independently with materials different from those used by children playing in close proximity. No social contact occurs.

Speech synthesizer: An output device which converts electronic text characters into artifical speech. A circuit card interfaces the computer and speaker, enabling the production of "spoken" output.

Standardized tests: Tests which include a fixed set of times that are carefully developed to evaluate a child's skills or abilities and allow comparison against a group average or norm.

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Structured interview: An interview employing carefully selected questions or topics of discussion.

Structured observation: A situation in which the observer utilizes a predetermined system for recording child behaviors; also referred to as a systematic observation.

Structured play: Carefully planned activities with specific goals for adult/child, child/child, or child/materials interaction.

Summative evaluation: Evaluation strategies designed to measure program effectiveness.

Switch: A device that can be used to control an electronic object. A switch can be used as an alternative means of accessing an electronic toy or appliance, communication system, mobility device, or computer.

Switch interface: A connection between a switch and the object being controlled. A timer is an interface used to control how long the item will remain turned "on."

Switch latch interface: An interface which turns a device on and then off with each switch activation.

Symbolic play: Play in which a child uses one object to represent or symbolize another.

Synthesized speech: Speech that is produced by blending a limited number of sound segments. Because it is simply a combination of established sounds, it tends to sound robotic.

Systematic intervention: An approach which utilizes data collection to determine the effectiveness of the intervention.

Systematic observation: See "Structured Observation."

Tactile: Having to do with the sense of touch.

Teacher-directed activity: An activity in which the adult initiates and continues to supervise children's play. This type of supervision can be used to direct children, help them learn to initiate and attend to an activity, and to provide reinforcement for their participation.

Teacher-initiated activity: One in which the adult brings attention to an activity, but withdraws as children become involved and play on their own.

Time sampling: A type of systematic observation whereby tallies are used to indicate the presence or absence of specified behaviors over short periods of time.

Touch window: A touch sensitive screen designed as an alternative means of accessing the computer. The child simply touches the screen (attached to the monitor) to provide input to special computer programs.

Transdisciplinary: An effective team approach to IEP development and problem-solving which involves "role release" on the part of the team members resulting in problem-solving through a mutual sharing of all disciplinary perspectives. One professional is assigned the role of "primary" service provider.

Typically developing child: A child who is not identified as having a disability.

Unicorn keyboard: An alternative computer keyboard for use when a standard keyboard may not be accessable; 128 one-inch square keys can be redefined to create larger areas to accommodate the physicial capabilities of the child.

Unidisciplinary: Professionals from various disciplines (education, speech, motor, etc.) provide intervention services to the same child with little or no contact or consultation among themselves.

Unstructured play: Adult observes the child's play and attempts to fit into and be responsive to the play to the degree that the child allows or seems interested.

Validity: A measure of whether test items measure the characteristic(s), aptitude, intelligence, etc. that they were designed to measure.

VOCA: Voice output communication aid. This term refers to any electronic AAC approach which produces voice output.

Voice input: A voice recognition system which enables the computer to receive, recognize, and convert human voice input into data or other instructions.

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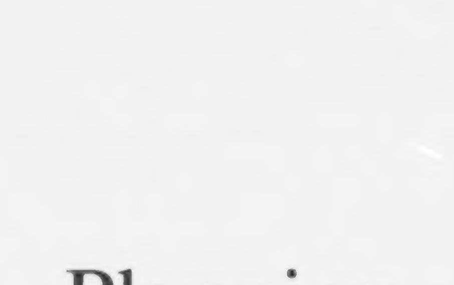
Leaders Planning Guide
and
Evaluation Form

Planning



LEADER PLANNING GUIDE

In order to assure successful in-service presentations, a number of critical items must be addressed by the leader before, during, and after the training day.

Before the Training Day:

______ Arrange for setting (e.g., meeting room, chairs, lunch, and audio visual materials and equipment)

______ Prepare and disseminate flyer

______ Review module and prepare presentation
a. Review Glossary
b. Collect or prepare materials needed for selected activities (e.g., toys, videos)

______ Duplicate necessary overheads and handouts

______ Prepare and duplicate agenda

______ Duplicate Pre/Posttest
(May be sent before session and returned with registration in order to assist in planning)

______ Duplicate participant evaluation form

______ Prepare a sign-in form in order to gather name and position (discipline) of participants

During the Training Day:

______ Require each participant to sign in

______ Provide each participant with:

______ Agenda

______ CEU information (if applicable)

______ Pre/Posttest

______ Necessary handouts

______ Participant evaluation form (end of the day)

______ Explain CEU process (if applicable)

______ Explain participant evaluation process

______ Have participants complete Pretest (if not completed earlier)

______ Present module seminar

______ Collect CEU information and checks (if applicable)

______ Have participants complete Posttest and participant evaluation form

______ Collect completed Posttest and participant evaluation forms

After the Training:

______ Complete the leader evaluation form

______ Mail a copy of the following to:
Project Prepare
Cuyahoga Special Education Service Center
14605 Granger Road
Maple Heights, Ohio 44137

______ Leader evaluation form

______ Compilation of Participant evaluation forms

*Are you seeking Project Prepare Certification? ____ Yes ____ No

*All qualified staff development leaders are encouraged to use the materials for the preparation of personnel who are working with young children who have special needs. Staff development leaders who wish to become certified Project Prepare Leaders are required to conduct a staff development session utilizating each of the nine Project Prepare modules. Each session must be at least five hours in length. Data regarding module certification will be gathered through the leader evaluation forms by Project Prepare, Cuyahoga Special Education Service Center. The names of the Project Prepare Certified Leaders will be placed on file with the Ohio Department of Education, Division of Early Childhood Education and the 16 Special Education Regional Resource Centers.

PROJECT PREPARE
LEADER EVALUATION FORM

Leader Name ____________________ Date ____________________

Agency ____________________ SERRC Region ____________________

Address ____________________ Module Title ____________________

____

Number of in-service participants __________

Using the sign-in form, please indicate the number of participants from the following disciplines or positions that attended the session.

Early Childhood Special Educator	( )	Special Educator	( )
Early Childhood Educator	( )	Administrator	( )
Occupational Therapist	( )	Psychologist	( )
Physical Therapist	( )	Teaching Assistant	( )
Speech/Language Therapist	( )	Parent	( )

Other (specify) ____

Please answer the following questions.

1. To what extent did these materials allow you to meet your in-service objective?

   ( ) Not at all ( ) Somewhat ( ) For the most part ( ) Completely

2. How would you rate the interest level of the activities?

   ( ) Low ( ) Average ( ) High

3. Would you recommend these materials to other professionals involved in early childhood staff development?

   ( ) Yes ( ) No

4. Comments ____

   ____

   ____

   ____

   ____

   ____

PARTICIPANT EVALUATION FORM

INTRODUCTION: Thank you for attending this in-service session. We would appreciate receiving your feedback on the success of the training on the questions listed below. The information that you provide will be used to help us plan future events.

DIRECTIONS: Please answer item 1 by placing a (√) beside your current position. For items 2 through 9 check the response that most closely matches your feelings about each statement. Supply the requested information for items 11 through 13.

1. Current Position:
   - ☐ Early Childhood Special Education Teacher
   - ☐ Early Childhood Teacher
   - ☐ Special Education Teacher
   - ☐ Regular Education Teacher
   - ☐ Speech/Language Therapist
   - ☐ Physical Therapist
   - ☐ Occupational Therapist
   - ☐ Administrator
   - ☐ Teaching Assistant
   - ☐ Parent
   - ☐ Other (please specify) ____________________

	Unacceptable	Poor	Average	Good	Excellent
2. Overall, I felt that the in-service session was	☐	☐	☐	☐	☐
3. I felt that the organization of the in-service activities was	☐	☐	☐	☐	☐
4. The presenter's approach to sharing information was	☐	☐	☐	☐	☐
5. My understanding of the information presented today is	☐	☐	☐	☐	☐
6. The way in which this session met my (professional/parenting) needs was	☐	☐	☐	☐	☐
7. The new ideas, skills, and/or techniques that I learned today are	☐	☐	☐	☐	☐

	Unacceptable	Poor	Average	Good	Excellent
8. My motivation level for using the information and/or techniques presented today is	( )	( )	( )	( )	( )
9. The way in which children and/or families that I work with will benefit from my attendance today is	( )	( )	( )	( )	( )

10. Would you recommend this workshop to others?

( ) Yes ( ) No

11. What were the most useful aspects of this in-service?

12. Which aspects of the training do you feel could be improved?

13. Do you have any specific needs related to this topic that were not met by this in-service?

( ) Yes ( ) No

If yes, what additional information would you like to receive?

Planning (General)

PRE/POST TRAINING ASSESSMENT

Rate the following competencies as to your current level of knowledge and expertise.

0 = Not necessary in my position
1 = Truly unfamiliar
2 = A little knowledge
3 = Somewhat familiar
4 = Very knowledgeable

0	1	2	3	4	
					1. Recognize the value of a program philosophy.
					2. Identify developmentally appropriate and exceptionality-appropriate preschool curricula.
					3. Describe how preschool children learn from interactions with the elements of their surroundings.
					4. Recognize the importance of interpersonal interactions in the overall development of preschoolers.
					5. Comprehend the need for accurate data collection/record keeping.
					6. Define the rationale for a systematic program evaluation.

Comments: ____

____

____

____

____

Planning (Staff)

PRE/POST TRAINING ASSESSMENT

Rate the following competencies as to your current level of knowledge and expertise.

0 = Not necessary in my position
1 = Truly unfamiliar
2 = A little knowledge
3 = Somewhat familiar
4 = Very knowledgeable

0	1	2	3	4	
					1. Recognize the practical aspects of a program philosophy.
					2. Recognize developmentally appropriate curricula and design activities to implement the curriculum for the typical and special needs child.
					3. Identify critical environmental elements of an appropriate preschool environment.
					4. Plan various opportunities for preschoolers to learn and develop through interpersonal interactions.
					5. Become familiar with methods of data collection/record keeping.
					6. Understand the practical aspects for a systematic program evaluation.

Comments: ____

____

____

____

____

Planning (Administrator)

PRE/POST TRAINING ASSESSMENT

Rate the following competencies as to your current level of knowledge and expertise.

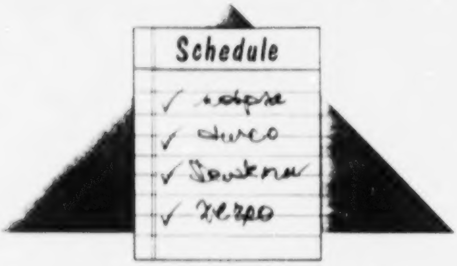
0 = Not necessary in my position
1 = Truly unfamiliar
2 = A little knowledge
3 = Somewhat familiar
4 = Very knowledgeable

0	1	2	3	4	
					1. Recognize that a program philosophy is the framework for developing a quality early childhood program.
					2. Identify resources of curricula and be able to design a committee to choose a curriculum.
					3. Determine program policies and budget priorities which facilitate an appropriate preschool environment.
					4. Identify ways to support opportunities for preschoolers to learn and develop through interpersonal interactions.
					5. Understand the legal basis for data collection/record keeping.
					6. Recognize that a systematic program evaluation provides information for decision making.

Comments:

Modules for Competency-Based
Personnel Preparation in
Early Childhood Education

Planning



General

GOALS

1. Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality-appropriate program.
2. Define developmentally and exceptionality-appropriate curriculum and recognize the implications for best practice.
3. Define environment as it applies to a developmentally and exceptionality-appropriate preschool program.
4. Understand the value of interpersonal interactions in the optimum development of young children.
5. Identify necessary data collection/record keeping information.
6. Recognize the importance of a systematic program evaluation for providing quality preschool services.

PLANNING

Planning is deciding in advance what to do, how to do it, when to do it, and who will do it.

Planning bridges the gap between where you are now and where you want to go.

Planning makes it possible for things to occur that would not otherwise happen.

Without a plan, you are leaving the future events to chance.

Planning

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LEVEL: GENERAL

GOAL: **#1** Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality-appropriate program.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify the importance of a stated program philosophy in making decisions about daily practice.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity List reasons why a program philosophy is important.	1. Worksheet (G-W1) *Reasons*	1. Leader should recommend that groups discuss the relevance of a program philosophy to various program components (e.g., curriculum, environment, interactions, evaluation, etc.)
2. Large group activity Discuss reasons why a program philosophy is important.	2. Transparency (G-T1) *Reasons for a Program Philosophy* (Lynch, Brekken, Drouin and Wolfe, 1984)	2. During discussion, leader needs to make sure that participants are aware that a written philosophy is required by the *Rules for Preschool Programs* (3301-37-02). Ask participants how a program philosophy might show sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.) and why this would be important.

REASONS

REASONS FOR PROGRAM PHILOSOPHY

A PROGRAM PHILOSOPHY:

- Provides the basis and framework of a program.
- Provides guidelines for decision making regarding service delivery.
- Helps to sensitize staff to key educational issues.
- Facilitates team building.
- Establishes consistency in approaches and practices.
- Helps identify unique characteristics of the program to other services.
- Assists parents and others in making informed choices about programs for their children.

(Lynch, Brekken, Drouin, and Wolfe, 1984)

LEVEL: GENERAL

GOAL: **#1** Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality-appropriate program.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will identify practices which are consistent with a developmentally appropriate program philosophy.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Identify which of the activities shown on the Transparency reflect a developmentally appropriate program philosophy and discuss why or why not.	1. Transparency (G-T2) *Philosophy to Practice*	1. To enrich the activity, have the participants brainstorm additional developmentally appropriate learning activities.
2. Large group activity Review a sample program philosophy	2. Handout (G-H1) *Sample Program Philosophy*	2. Read through Handout and discuss strengths and weaknesses. Be sure to consider sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.) in your review.

PHILOSOPHY TO PRACTICE

- Five preschool children are building bridges in the block area.
- All the children are sitting at desks completing math drill and practice workbooks.
- The teacher is cutting out the construction paper shapes and the children are creating a spring scene just like the one the teacher made for a model.
- The teacher is interacting with six children in the house-keeping area.
- Several children are "reading" books to each other in the reading nook.
- The teacher acknowledges each child's comments and ideas.
- A child, who is sitting in a wheel chair, is watching three peers play a board game on the floor.
- A foster grandparent is telling a story about her childhood in Puerto Rico to three children who are sitting with her.

G-H1

SAMPLE PROGRAM PHILOSOPHY

This philosophy is based on the belief that children should be given the following opportunities:

- to play and learn in an environment that encourages them to understand that they belong to a group, as well as allowing for their individual growth and development of positive self-image
- to have their parents involved in their preschool life to the extent possible for each parent
- to explore their preschool environment in all imaginable ways: through play and cooperation with other children and teachers and through the discovery of new ideas, thoughts, and realizations about the world in which they live
- to play and work with their peers and teachers in situations that are appropriate to each individual's needs and abilities
- to learn about their world in a way that allows for each child's differences and similarities to be recognized and valued

Through the integration of children whose special educational needs may require individualized learning plans, staff, families, and children become aware that educational and physical distinctions are not barriers to shared social learning and achievement of diverse goals.

LEVEL: GENERAL

GOAL: **#1** Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality-appropriate program.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will select a program philosophy which best reflects personal priorities.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group or small group activity Review the sample philosophies provided and select one which reflects your values and beliefs.	1. Handout (G-H2) *Program Philosophy Packets*	1. Packets may be used individually or in small groups. Emphasize that these materials are to be used as a basis for discussion rather than models. Again, remind participants to consider the issue of diversity (e.g., ability, cultural, racial, religious, gender, etc.) *Note: Leader may want to collect philosophies from local programs.

SAMPLE PHILOSOPHY

... is a comprehensive preschool program which believes parents are the most important teachers children will ever have.

In accordance with ... and NAEYC's *Developmentally Appropriate Practice,* it is our philosophy to help children learn how to learn by practicing problem solving rather than presenting academic concepts.

Goals

Improving the children's health.

Helping children's emotional and social development by encouraging self-confidence, self-expression, self-discipline, and curiosity.

Improving and expanding the children's ability to think, reason, and speak clearly.

Offering children wide and varied experiences; which will broaden their horizons, increasing their ease of conversation, and improve their understanding of the world in which they live.

Giving children frequent chances to succeed. Such chances may erase patterns of frustration and reduce the fear of failure.

Developing a climate of confidence for the child which will make him want to learn.

Increasing children's abilities to get along with others in their families and at the same time helping families to understand children and their problems, thus strengthening family ties.

Developing in children and families an attitude of responsibility toward society and fostering feelings of belonging to a community.

Planning activities which allow groups from every social, ethnic, and economic level in a community to join together in solving problems.

Helping both children and families to a greater confidence, self-respect, and dignity.

Philosophy

It is the philosophy of ... to challenge children to learn and grow by offering developmentally appropriate problem solving opportunities within a safe and nurturing environment.

The basic premise that children are active learners is based upon the theories and writings of Swiss psychologist, Jean Piaget.

Children learn by actively exploring their everyday environment.

Children develop in stages.

Teaching involves providing activities, experiences, and opportunities which stimulate all areas of development.

Play is the work of children.

67

Individual differences should be valued.

The early years of development are crucial to later development.

Children need routines and continuity of caregivers to feel secure.

Parents are children's first and most important teachers.

Learning should be FUN!

Purpose:

To provide a supervised, safe, stimulating environment for young children in their parents' absence.

Goals:

To allow parents to pursue employment or training.

To provide opportunities for children to participate in a wide variety of experiences to promote physical, social, emotional, language, and cognitive development.

To offer educational experiences to assist parents in increasing their knowledge and improving their skills necessary for effective parenting.

To encourage the at-home carry over of appropriate educational activities.

To establish the agency in a role as liaison between various social service agencies and families to ensure utilization of support services.

To provide a systematic training program for staff which fosters skills and experiences specific to working with young children.

SAMPLE
THE ... PRESCHOOL PHILOSOPHY

The ... Preschool bases its program on a theory of raising children and encompasses an entire philosophy of life.

The ... Preschool views itself as a support system for the child and his/her family. To this end, staff are carefully selected, and programs are individually planned to meet the unique needs of each child. The program provides a multitude of play opportunities through which each child is guided towards his/her optimal developmental level. We believe strongly that the child under six learns best through direct experiences with his world and through interaction with other children and adults. Our program is team taught and multiaged grouped to allow each child to experience love and caring from a group of adults in a family atmosphere with both older and younger children. Adults and older children model behavior for younger children. Younger children give older children opportunities for nurturing experiences.

All play is planned to help the child develop his/her own view of the world. Opportunities to interact with people regardless of ability, age, race, or religion are provided. We value all life and protect the rights of all people to maintain their own belief system.

The ... Preschool is neither permissive nor behaviorally structured. We encourage children to control their world through language and the opportunity to make choices. The program provides a panorama of experiences from which the child can choose in order to give the young child power and a sense of control. These protected experiences that allow the child to choose and have control eliminate most behavior problems. Violence is always discouraged and never modeled by staff. Our ultimate goal is to help the child to solve problems through language and cooperation with others.

The children at ... are constantly encouraged to be self-directed planners and thinkers. They are also encouraged to develop social behavior that will allow them to live positively with others. We believe that the development of language is the key to self-control and successful interactions.

SAMPLE
EARLY CHILDHOOD PROGRAM PHILOSOPHY STATEMENT

The ... Childhood Program is designed to meet the educational needs of young children with handicaps. The following assumptions form the basis of the program:

Children learn best when their parents are actively involved in their early intervention or educational program.

Children learn from other children and both handicapped and nonhandicapped children benefit when provided with opportunities to learn in integrated settings. The Early Childhood Program further believes that preschool programs designed to meet the needs of nonhandicapped children can, with involvement of parents and special education consultants, meet the needs of children with handicaps.

Children learn best through independent, self-initiated interactions with their environment.

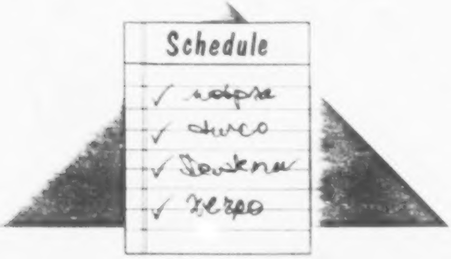
Children learn best when activities and expectations in their environment are developmentally appropriate. Children benefit from an environment and instruction designed to facilitate language acquisition, social skills development, personal independence, and problem solving and enhancement of these skills promotes positive self esteem.

Children learn best when there is consistency in the learning environment and when they are provided with opportunities to practice skills repeatedly.

Foundations of competency, autonomy, trust, and independence develop during the early years and educational programming should foster and not hinder this development.

GOAL 2

Planning



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LEVEL: GENERAL

GOAL: **#2** Define developmentally and exceptionality-appropriate curriculum and recognize the implications for best practice.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will recognize that there is a variety of existing preschool curricula.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group or small group activity List and discuss different curricula that participants are aware of or are currently using.	1. Flip Chart or overhead projector and blank Transparency	1. Leader may wish to use a blank Transparency to record responses if done as a large group. If completed as a small group activity, assign a recorder to use a Flip Chart.
2. Large group or small group activity Review narratives of a variety of curricula including regular early childhood curricula and disability specific curricula.	2. Handout (G-H3) *Curriculum Description Packet*	2. Curricula are available for review from the publishers. The leader may wish to display select curricula. Some suggested curricula: Bank Street, HiComp, Hawaii Early Learning Profile, Carolina, High Scope, Ohio Early Childhood Curriculum Guide, and EC-SPEED Curriculum Guide.

CURRICULUM DESCRIPTION PACKET

DEVELOPED BY: PRESCHOOL + COMMITTEE
HOPEWELL SERRC, HILLSBORO, OHIO 45133

Name: Hawaii Early Learning Profile
Authors: Furuno, O'Reilly, Hosoka, Inatsuki, Allman & Teisloft
Publisher: VORT Corporation
P.O. Box 60132
Palo Alto, California 94306
Cost (March, 1991): $60.00

The Hawaii Early Learning Profile provides sequential skill development activities that can be adapted to existing curriculums or can be used as independent short term remediation. This curriculum provides an opportunity for the teacher to plan interactive learning environments and activities with flexibility to meet the interests and needs of the young learner. Additionally, the learning experiences, including materials and approach, are concrete, real, and relevant to the lives of young children. This process and content is ideally suited to the concept of transition to school age programming, within school programming, and from school to work. The HELP curriculum includes guidance in helping children with specific disabilities develop self-help skills and includes a parent component. It was developed as a companion piece to the Help Checklist, a 686-item developmental checklist, that details infant development from birth through 36 months.

Name: Carolina Developmental Curriculum
Author: Wake County Public School System 1980, 1985
Publisher: Walker Educational Book Corporation, New York
Cost: (March, 1991):

This curriculum can be used to service children three to five years of age in an integrated setting. It encompasses mildly and moderately handicapped children in the mainstream of regular education. The curriculum includes sections on fine motor, gross motor, visual perception, reasoning, receptive language, expressive language, and social-emotional development. The items are developmentally sequenced and sequenced along Piaget's stages of intellectual development. It is adaptable to meet the child's interests and needs and allows for interaction with adults, materials, and other students. It allows for multicultural and nonsexist experiences. Parents are encouraged to be involved within the classroom.

The curriculum would be difficult to adapt for use by the home-based teacher due to the amount of materials. It would be very time consuming the first year because all learning materials are teacher made. It allows for little outdoor or community experiences. It is designed to be used with the Carolina Developmental Profile, a criterion-referenced checklist.

The curriculum does not include strategies for parent involvement nor does it address ways that it could be used in a home-based preschool program. It would probably be difficult to implement the curriculum in programs with high adult/child ratios. Specialized training in the curriculum is not required by the authors, but study of the materials would be necessary for effective implementation.

Name: HI Comp
Author: Sara J. Willoughey-Herb
John T. Neisworth
Publisher: Charles E. Merrill Publishing Company
Cost (March, 1991): $95.00 for Curriculum Guide

The HI Comp Curriculum satisfied nearly all of the criteria on the Preschool Curriculum Information Checklist. It provides a thorough introduction to learning theory and behaviorist techniques. HI Comp emphasizes the development of social and self-help skills as well as cognitive, motor, and language skills. The curriculum guide and activities handbook are good supplements for beginning teachers and teachers whose preschool classrooms include young children with special needs, although specific disabilities are not addressed. Since most materials are "teacher made," time as well as funds should be budgeted accordingly. Independent standardized assessment tools (such as Bayley, Gesell, and LAP) are recommended to evaluate children's progress. No program evaluation is included.

Name: High Scope Curriculum (Cognitively Oriented Curriculum Young Children in Action)
Authors: M. Hohman, D. Banet, and D. Weikert
Publisher: High/Scope Press Ypsilanti Michigan
Cost (March, 1991):

The Scope Cognitively Oriented (which is based on Piagetian theory) Curriculum met most of the criteria on the Preschool Curriculum Information Checklist. The child-centered/child-directed activities focus on the development of higher levels of thinking skills through independent problem solving. A two day teacher training is available and there are many optional resource materials. Start-up equipment for the center-based activities and low child/adult ratios make high scope costly to implement and impractical for home-based programs. The extensive record keeping relies primarily on observation and children's feedback.

Since the curriculum is individualized according to children's abilities and interests, it would accommodate preschoolers with special needs, however, no specific notifications are addressed.

Name: Bank Street
Author:
Publisher: Addison-Wesley Publishing Company
Cost (March, 1991): $60.00 per module

The Bank Street curriculum is composed of five modules that utilize a thematic approach. A good facilitator is essential for the success of this curriculum. It is designed for children who are typically developing. Cultural diversity is prevalent across all them. Each unit contains object books, worksheets, a poster, and a teacher guide all contained within a portable canvas bag.

Strengths consistently noted were the use of a child oriented discovery approach which allows for creativity and expansion of ideas. The object books were colorful and uncluttered (although it should be noted that some reviewers found the pictures aesthetically unappealing). With the addition of everyday items, the curriculum can provide for concrete, realistic experiences. The curriculum could be individualized and adapted for different age levels, but does not provide specific instructions.

One of the major weaknesses of the curriculum is that it is not appropriate for children who are noncommunicative. Other weaknesses include the absence of an overall guide on the implementation of the entire curriculum. Measures would need to be taken to insure that materials remain durable (i.e. lamination of poster). Depending upon the intended use of the curriculum, it lends itself more to center-based classroom experiences rather than home-based programs.

OTHER CURRICULUM

- *Ohio Early Childhood Curriculum Guide.* This Guide, published by the Ohio Department of Education, Division of Early Childhood Education, is intended to provide guidance in the provision of developmentally appropriate programs, and is based on principles of child development that have been widely accepted and advocated by early childhood professionals. The focus of the Guide is on the construction of a developmentally appropriate curriculum for children birth through age eight, and is accompanied by a training module implemented statewide through a "trainer of trainer" network.

- *EC*SPEED Curriculum Guide.* This Guide is published by the Ohio Department of Education, Division of Early Childhood Education, and accompanies the EC*SPEED (*E*arly *C*hildhood *SPE*cial *ED*ucation Program Evaluation) program evaluation instrument.

LEVEL: GENERAL

GOAL: **#2** Define developmentally and exceptionality-appropriate curriculum and recognize the implications for best practice.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will define developmentally appropriate and exceptionality-appropriate curriculum.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review the concepts of developmentally appropriate and exceptionality-appropriate curriculum.	1. Transparency (G-T3) *A Developmentally Appropriate Curriculum Reflects:* (Bredekamp, 1987)	1. Leader should address exceptionality appropriateness within the concept of individual appropriateness. Leader also needs to address section 3301-37-02 in the *Rules for Preschool Programs* and Section 3301-31-02 in the *Rules for the Education of Preschool Children with Disabilities.* Discuss how sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.) is also an issue that must be considered in defining appropriate curriculum.

A DEVELOPMENTALLY APPROPRIATE CURRICULUM REFLECTS:

AGE APPROPRIATENESS

Age appropriate activities are learning activities that enhance the predictable development that occurs in all children in all domains — physical, emotional, social, and cognitive — during the first nine years of life.

INDIVIDUAL APPROPRIATENESS

Individual appropriate activities are learning activities which match the child's developing abilities while challenging the child's interest and understanding.

(Bredekamp, 1987)

LEVEL: GENERAL

GOAL: #2 Define developmentally and exceptionality-appropriate curriculum and recognize the implications for best practice.

COMPETENCY TYPE: SKILL

OBJECTIVE: Given a developmentally appropriate program philosophy, participants will be able to identify if activities are developmentally appropriate.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Read and discuss the sample developmentally appropriate philosophy.	1. Handout (G-H4) *Sample Program Philosophy*	1. Identify the characteristics of this philosophy that make it developmentally appropriate — for example: - fosters learning through play - provides for individual abilities and needs - allows for individual differences to be recognized and valued
2. Small group activity Give each group an appropriate toy for a preschool child. Have the group choose an area of developmental domain and develop an activity using the toy. Then modify the activity to allow for a child with an exceptionality to participate.	2. Suggested toys appropriate for preschool children: - Fisher Price Little People Sets - Playskool Keys of Learning - Cassette Player - Blocks - Play dough Worksheet (G-W2) *Recorder Notes: Developing and Modifying an Activity* **Supplemental Resources** *Integrated Teaching in Early Childhood Starting in the Mainstream* (Safford, 1989). *The Early Integration Training Project* (1991).	2. Groups should be selected to include participants with varying expertise and interest. The leader may want to assign a specific developmental domain and exceptionality to each group to insure that a variety are addressed. Might need to include some "examples" before this activity.

SAMPLE PROGRAM PHILOSOPHY

This philosophy is based on the belief that children should be given the following opportunities:

- to play and learn in an environment that encourages them to understand that they belong to a group, as well as allowing for their individual growth and development of positive self-image
- to have their parents involved in their preschool life to the extent possible for each parent
- to explore their preschool environment in all imaginable ways: through play and cooperation with other children and teachers and through the discovery of new ideas, thoughts, and realizations about the world in which they live
- to play and work with their peers and teachers in situations that are appropriate to each individual's needs and abilities
- to learn about their world in a way that allows for each child's differences and similarities to be recognized and valued

Through the integration of children whose special educational needs may require individualized learning plans, staff, families and children become aware that educational and physical distinctions are not barriers to shared social learning and achievement of diverse goals.

RECORDER NOTES

Developing and Modifying an Activity

LEVEL: GENERAL

GOAL: **#2** Define developmentally and exceptionality-appropriate curriculum and recognize the implications for best practice.

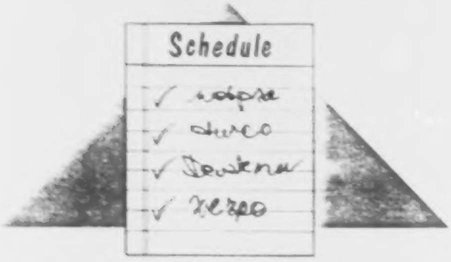
COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Given a developmentally appropriate program philosophy, participants will be able to identify whether activities are developmentally appropriate.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity View and discuss video.	1. VCR/TV and video "Space to Grow" (30 minutes) (Educational Productions)	1. Instruct the participants to focus on the activities of the children with the learning centers. Discuss how a developmentally appropriate curriculum guides the activities and how the environment is designed to support a developmentally appropriate curriculum. This video may be available at your local SERRC. If the video is not available, a general discussion on the topic can be conducted.

GOAL 3

Planning



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LEVEL: GENERAL

GOAL: **#3** Define environment as it applies to a developmentally and exceptionality-appropriate preschool program.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will describe how the preschool environment fosters development.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Read and discuss the Transparencies: *Physical Environment* and *Guidelines for Organizing the Classroom Program,* and Handout: *Physical Environment.* OR	1. Transparencies (G-T4 and 5) *Physical Environment* *Guidelines for Organizing the Classroom Program* Handout (G-H5) *Physical Environment* Criteria for Early Childhood Programs	1. Summary: Preschoolers learn and grow by exploring and manipulating elements of their environment as well as by interacting with other people in the environment. Attending to space, equipment, and arrangement is a primary teaching strategy. The leader needs to assure that participants are aware of facility requirements in *Rules for Preschool Programs* (3301-37-06).
2. View and discuss videotape or book of photos.	2. Video: "Developmentally Appropriate Practice:" Birth through age five (NAEYC) Book: Stone, J. G. (1990). *Teaching preschoolers: It looks like this ... in pictures.* Optional video: "Environment for Young Children" (NAEYC) **Supplemental Resources** CDA National Credentialing Program Compentency Standards for Learning Environment.	2. Multiple copies of Stone's book are necessary if this activity is chosen.

PHYSICAL ENVIRONMENT

GOAL:

The indoor and outdoor physical environment fosters optimal growth and development through opportunities for exploration and learning.

RATIONALE:

The physical environment affects the behavior and development of the people, both children and adults, who live and work in it. The quality of the physical space and materials provided affects the level of involvement of the children and the quality of interaction between adults and children. The amount, arrangement, and use of space, both indoors and outdoors, are to be evaluated.

National Academy of Early Childhood Programs, **Accreditation Criteria and Procedures**, 1982.

GUIDELINES FOR ORGANIZING THE CLASSROOM PROGRAM

1. All children need a “place” for their own things.
2. Every child can participate in group (circle) times.
3. Transitions from one type of activity to another are important to manage effectively.
4. “Choice time” provides ideal opportunities for observing children's individual preferences as potential reinforcers.
5. Plan the placement and storage of materials to ensure that unnecessary distraction is minimized, while access to needed/intended materials is enhanced.
6. Learning centers provide ideal vehicles for peer-mediated learning and motivation.
7. Balance large-group and small-group activities and vary group compositions.
8. Establish flexible time schedules.
9. Plan for bathroom use as needed.
10. Arrange a buddy system to enable individual children, who require special help in orienting or moving, to be assisted without reliance on the teacher.

(Safford, 1989)

G-H5

PHYSICAL ENVIRONMENT
(Criteria for High Quality Early Childhood Programs)

G-1. The indoor and outdoor environments are safe, clean, attractive, and spacious. There is a minimum of 35 square feet of usable playroom floor space indoors per child and a minimum of 75 square feet of play space outdoors per child.

G-2. Activity areas are defined clearly by spatial arrangement. Space is arranged so that children can work individually, together in small groups, or in a large group. Space is arranged to provide clear pathways for children to move from one area to another and to minimize distractions.

G-3. The space for toddler and preschool children is arranged to facilitate a variety of small group and/or individual activities including block building, sociodramatic play, art, music, science, math, manipulatives, and quiet book reading. Other activities such as sand/water play and woodworking are also available on occasion. Carpeted areas and ample crawling space are provided for nonwalkers. Sturdy furniture is provided so nonwalkers can pull themselves up or balance themselves while walking. School-age children are provided separate space arranged to facilitate a variety of age-appropriate activities.

G-4. Age-appropriate materials and equipment of sufficient quantity, variety, and durability are readily accessible to children and arranged on low, open shelves to promote independent use by children.

G-5. Individual space for children to hang their clothing and store their personal belongings is provided.

G-6. Private areas are available indoors and outdoors for children to have solitude.

G-7. The environment includes soft elements such as rugs, cushions or rocking chairs.

G-8. Sound-absorbing materials are used to cut down on excessive noise.

G-9. The outdoor area includes a variety of surfaces such as soil, sand, grass, hills, flat sections, and hard areas for wheel toys. The outdoor area includes shade; open space; digging space; and a variety of equipment for riding, climbing, balancing, and individual play. The outdoor area is protected from access to streets or other dangers.

(National Academy of Early Childhood Programs, *Accreditation Criteria & Procedures*, 1982)

LEVEL: GENERAL

GOAL: **#3** Define environment as it applies to a developmentally and exceptionality-appropriate preschool program.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will evaluate the appropriateness of various elements of a preschool environment.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Ask participants to write a new section for Bredekamp's book. Use the Transparency, *Elements of a Preschool Environment,* to list the elements according to the categories: Developmentally Appropriate versus Inappropriate. Elements to consider include: - characteristics of space for young children — (amount of space, light, heat, proximity to outdoors, etc.) - equipment - materials - special accommodations for children who are diapered, who are catheterized, or who are medically fragile.	1. Transparencies (G-T6 and 7) *Elements of a Preschool Environment* *Equipping a Developmentally Appropriate Center* **Supplemental Resources** Preschool Personnel Preparation Project (1991). Environments. In *Behavior Management Module.* EC-SPEED (1989). Section 17.4-17.6 Harms, Clifford (1980). *Early childhood environment rating scale.*	1. If participants need help getting started, ask them to browse through equipment catalogues, recall preschool settings they have observed, view a videotape of a preschool program or look at Stone's book, *Teaching preschoolers: It looks like this ... in pictures.* Remember to consider home-based and itinerant program settings if applicable. Also consider how the environment will reflect a sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.) Leader needs to refer to *Rules* regarding materials/equipment for working with children who are diapered, who are catheterized or who are medically fragile.

G-T6

ELEMENTS OF A PRESCHOOL ENVIRONMENT

COMPONENT	DEVELOPMENTALLY APPROPRIATE	INAPPROPRIATE
PRESCHOOL ENVIRONMENT		

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EQUIPPING A DEVELOPMENTALLY APPROPRIATE CENTER

In a developmentally appropriate center, the program fits each child, not the other way around. The furnishings, equipment, and expectations of the child are age appropriate and appropriate to **EACH** individual child.

The right equipment and furnishings support a developmentally appropriate setting for care and learning. The goal is to maximize both child and adult competence. With furnishings and equipment that support appropriate, independent child use and easy adult use, children will have more experiences that accomplish developmental goals, and caregivers will have more time to care for children and to support their learning.

(Greenman, 1990)

LEVEL: GENERAL

GOAL: #3 Define environment as it applies to a developmentally and exceptionality-appropriate preschool program.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will identify personal priorities concerning preschool environments.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Ask participants to pretend that their parent/community group has earned $100.00 to spend on the preschool program. Those present at this meeting must come to a consensus about what to buy.	1. Monopoly "funny" money Equipment catalogues **Supplemental Resources** NAEYC. Choosing good programs. (Brochure) Preschool Personnel Preparation Project (1991). Environments. In *Behavior Management Module.* Ohio Coalition for the Handicapped (1990). Enriching the learning environment. *Family Ties*	1. If participants represent several different programs, it may be necessary to give a case scenario or perhaps start a new program from scratch. It may be helpful to ask individuals to jot down their choices. Then small groups might meet to get a consensus, with a spokesperson from the small group presenting to the whole group. Encourage participants to justify their choices.

GOAL 4

Planning

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LEVEL: GENERAL

GOAL: **#4** Understand the value of interpersonal interactions in the optimum development of young children.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will describe how adult-child and child-child interaction support preschoolers' development.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Ask the participants to describe a "favorite" teacher or significant adult from their early childhood experience. Read and discuss the following Transparencies: *Value of Interpersonal Interactions* and *Interactions Among Staff and Children.* Read and discuss the following Handouts: *Interactions Among Staff and Children* and *Staff/Parent Interaction.*	1. Transparencies (G-T8 and 9) *Value of Interpersonal Interactions* (Klass, 1987) *Interactions Among Staff and Children* Handouts (G-H6 and 7) *Interactions Among Staff and Children* *Staff-Parent Interaction*	1. For further background information, read: – Bredekamp, 1987 – CDA National Credentialing Program, 1988 Summary: Preschoolers' physical, intellectual, language, social, and emotional development depends on interactions with other children as well as adult.
OR		
2. Small group activity Discuss characteristics of good teacher, group meetings, self-help, adult help, and children helping each other.	2. Transparency (G-T10) *Children Help Each Other* **Supplemental Resources** *Teaching Preschoolers: It Looks Like This ... in Pictures* by Stone, (1990).	2. Leader needs to assure that participants are aware that there are requirements for personnel in *Rules for the Education of Preschool Children with Disabilities* (3301-31-04) and in *Rules for Preschool Programs* (3301 37-03). Discuss how interactions within the preschool environment can reflect a sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.).

VALUE OF INTERPERSONAL INTERACTIONS

A most significant aspect of early childhood education is the quality of the child rearing interactions between adult caregivers and young children. Many early childhood specialists believe that positive childrearing approaches are even more important than the question of which curriculum to use (as long as it is appropriate for each individual child's developmental level, style, and interests), and where child care occurs (as long as it is safe and there is sufficient space).

(Klass, 1987)

INTERACTIONS AMONG STAFF AND CHILDREN

GOAL:

Interactions between children and staff provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support, and responsiveness. Staff facilitate interactions among children to provide opportunities for development of social skills and intellectual growth.

RATIONALE:

All areas of young children's development, social, emotional, cognitive, and physical — are integrated. Optimal development in all areas derives from positive, supportive, individualized relationships with adults. Young children also develop both socially and intellectually through peer interaction.

(National Academy of Early Childhood Programs, 1982)

INTERACTIONS AMONG STAFF AND CHILDREN
(Criteria for High Quality Early Childhood Programs)

A-1 Staff interact frequently with children. Staff express respect for an affection toward children by smiling, touching, holding, and speaking to children at their eye level throughout the day, particularly on arrival and departure, and when diapering or feeding very young children.

A-2 Staff are available and responsive to children; encourage them to share experience, ideas, and feelings; and listen to them with attention and respect.

A-3 Staff speak with children in a friendly, positive, courteous manner. Staff observe frequently with children, asking open-ended questions and speaking individually to children (as opposed to the whole group) most of the time.

A-4 Staff equally treat children of all races, religions, and cultures with respect and consideration. Staff provide children of both sexes with equal opportunities to take part in all activities.

A-5 Staff encourages developmentally appropriate independence in children. Staff foster independence in routine activities such as picking up toys, wiping spills, personal grooming (toileting, hand washing), obtaining and caring for materials, and other self-help skills.

A-6 Staff use positive techniques of guidance including redirection, anticipation of and elimination of potential problems, positive reinforcement, and encouragement rather than competition, comparison, or criticism. Staff abstain from corporal punishment or other humiliating or frightening discipline techniques. Consistent, clear rules are explained to children and understood by adults.

A-7 The sound of the environment is primarily marked by pleasant conversation, spontaneous laughter, and exclamations of excitement rather than harsh, stressful noise or enforced quiet.

A-8 Staff assist children to be comfortable, relaxed, happy, and involved in play and other activities.

A-9 Staff foster cooperation and other prosocial behaviors among children.

A-10 Staff expectations of children's social behavior are developmentally appropriate.

A-11 Children are encouraged to verbalize feelings and ideas.

(National Academy of Early Childhood Program, 1982)

STAFF-PARENT INTERACTION
(Criteria for High Quality Early Childhood Programs)

C-1 Information about the program is given to new and prospective families, including written descriptions of the program's philosophy and operating procedures.

C-2 A process has been developed for orienting children and parents to the center which may include a pre-enrollment visit, parent orientation meeting, or gradual introduction of children to the center.

C-3 Staff and parents communicate regarding home and center childrearing practices in order to minimize potential conflicts and confusion for children.

C-4 Parents are welcome visitors in the center at all times (for example, to observe, eat lunch with a child, or volunteer to help in the classroom). Parents and other family members are encouraged to be involved in the program in various ways, taking into consideration working parents and those with little spare time.

C-5 A verbal and/or written system is established for sharing day-to-day happenings that may affect children. Changes in a child's physical or emotional state are regularly reported.

C-6 Conferences are held at least once a year and at other times, as needed, to discuss children's progress, accomplishments, and difficulties at home and at the center.

C-7 Parents are informed about the center's program through regular newsletters, bulletin boards, frequent notes, telephone calls, and other similar measures.

(National Academy of Early Childhood Programs, 1982)

CHILDREN HELP EACH OTHER

Helping is a concept central to early childhood practice, not only in promoting socialization goals but also in specific curriculum areas. Young children come to understand cooperation, interdependence, sharing, teamwork, and group membership mainly through experiencing those concepts at home and at school.

(Safford, 1989)

TO SUPPORT SUCCESSFUL INTEGRATION IN EARLY CHILDHOOD PROGRAMS ...

1. Promote peer tolerance for and acceptance of all children.

2. Promote social interaction.

(Safford, 1989)

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LEVEL: GENERAL

GOAL: #4 Understand the value of interpersonal interactions in the optimum development of young children.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will identify steps in observing adult-child and child-child interactions.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss the types of interactions participants have observed in preschool programs. Discuss steps in observing interactions.	1. Transparency (G-T11) *Sample Plan for Observing Classroom Interactions.*	1. Emphasize both adult-child and child-child interactions. Following the discussion, share information on Transparency G-T11.

SAMPLE PLAN FOR OBSERVING CLASSROOM INTERACTIONS

1. Identify who you will observe and become a "fly on the wall."
2. Describe the physical (and emotional) environment within which the interaction is taking place.
3. Describe the participants involved in the interaction.
4. Describe your own past experiences.
5. Prepare an anecdotal record (a running account) of everything that occurs between the participants or between them and elements of the environment.
6. Interpret the observation in terms of your own perceptions.
7. Describe what might be the perceptions of the participants in the observations.
8. Make decisions that are sensitive to the needs of learners and responsive to the principles of sound educational practice.

(Heck and Williams, 1984)

LEVEL: GENERAL

GOAL: **#4** Understand the value of interpersonal interactions in the optimum development of young children.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will identify personal priorities regarding the role of adults and peers in a preschool program.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Ask participants to describe their "ideal" teacher/caregiver for a preschool child(ren). Share ideas with the group. Following the discussion ask the participants to prioritize their responses by circling the three most important characteristics of a good teacher/caregiver. Discuss the development of children's self-concept. Note how diversity (e.g., ability, cultural, racial, religious, gender, etc.) must be honored and celebrated with young children.	1. Transparencies (G-T12A, 12B, and 13) *An "Ideal" Teacher/Caregiver...* *Discussion Questions: Building a Positive Self-Concept* **Supplemental Resources** Building a fairy tale. In *Family Ties Training Manual*. (Activity in Understanding Individuality) (A). Preschool Personnel Preparation Project (1991). Staff characteristics: Job descriptions of a team leader; classroom teacher, etc. In *Integration Module*. Preschool Personnel Preparation Project, (1991) Enhanced self-esteem. In *Behavior Management Module*.	1. *Discussion Questions: Building a Positive Self-Concept* may be used as an alternative or additional activity. Leader may want to use G-T12B to assist participants in describing their ideal caregivers.

AN "IDEAL" TEACHER/CAREGIVER ...

(Please specify responses with regard to interactions among preschool children and adults)

PERSONAL CHARACTERISTICS:

KNOWS THAT PRESCHOOL CHILDREN:

PLANS FOR:

AN “IDEAL” TEACHER/CAREGIVER ...

(Please specify responses with regard to interactions among preschool children and adults)

PERSONAL CHARACTERISTICS:

- is honest and authentic with children/parents/families
- enjoys watching children play as well as playing with children
- encourages self-help skills and independent problem solving

KNOWS THAT PRESCHOOL CHILDREN:

- develop at individual rates
- have different temperamental styles
- learn from one another

PLANS FOR:

- including children with disabilities as well as those with other individual differences
- a balance of teacher-directed, child-directed, individual, small group, and whole group experiences
- matching a “good fit” for children between their developmental age/temperament and the expectations of parents/caregivers
- encouraging the development of self-help skills in feeding and toileting

DISCUSSION QUESTIONS
BUILDING A POSITIVE SELF-CONCEPT

How is a child's self-concept formed?

What are some ways to demonstrate acceptance of a child?

What is the adult's (teacher's, parent's, etc.) role in helping children with low self-esteem?

Why is it important for young children to experience success? How can they do so in your program?

Is competition ever appropriate in a preschool program?

What activities help improve a child's self-concept?

How does developing independence and self-help skills affect children's self-concept?

Why is it important for each child to have a private cubby?

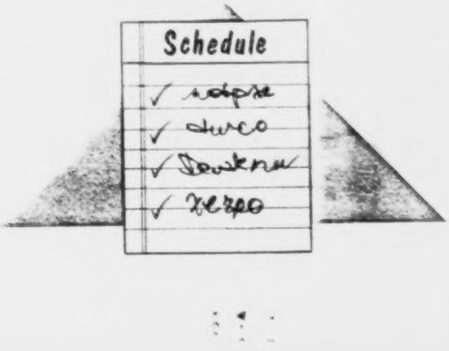
How does adult respect for and sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.) affect a child's self-concept?

How does the adult's self-concept affect children?

Are there special considerations regarding the self-concept of children with disabilities? Explain.

GOAL 5

Planning



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LEVEL: GENERAL

GOAL: **#5** Identify necessary data collection/record keeping information.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify at least three reasons for maintaining accurate data collection/record keeping.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Role play the *Mission: Impossible Information Script* with participants taking on the various roles. Following the role playing, ask the participants to list at least three reasons for maintaining accurate records.	1. Script (G-H8) *Mission: Impossible Information* Transparency (G-T14) *Why Records Are Necessary* (Leeper, Dales, Skipper, & Witherspoon, 1974)	1. Leader needs to have six copies of the script to use during training. Ask participants to volunteer to take the roles. Allow time for them to prepare to read orally. Lead follow-up discussion. If the group has difficulty completing the list of reasons, be prepared to give several examples. Note: Sample questions are included to facilitate the discussion.

"MISSION: IMP~~OSS~~IBLE INFORMATION"

CAST

Mrs. Thomas	Teacher
Ms. Griffith	Teacher Aide
Ms. Colliver	Teacher Aide
Billy	Child
Jenny	Child

SETTING

The action takes place at Daffy Day Care Center located in Anytown, U.S.A. Between 30 and 40 children arrive on a daily basis at intermittent times. This center is licensed and all employees have received the necessary training.

Mrs. T: Good morning, Ms. Griffith!

Ms. G: Good morning, Mrs. Thomas.

Mrs. T: Are all the boys and girls here today?

Ms. G: Oh yes ... I think so.

Mrs. T: Haven't you checked the attendance book?

Ms. G: No. I think Jane is taking care of that this week.

Mrs. T: Where is Ms. Colliver anyway?

Ms. G: She took some children to the restroom. Here she comes now.

Mrs. T: Good morning, Ms. Colliver. Do *you* know if everyone is here yet?

Ms. C: How would I know? This is my week for restroom duty.

Mrs. T: (upset) Look ... would one of you please take attendance so we can get started?

Ms. G: We'll have to find the book first.

Billy: (a scream and cry of pain)

Mrs. T: Billy, what's wrong?

Billy: (cries, but offers no response to questions)

Ms. C: He was running real fast and then hit his head on the bookshelf.

Billy: (cries some more)

Mrs. T: Quick, Ms. Griffith. He has a cut. Get a compress to stop the bleeding!

Mrs. T: (comforting Billy who is still sobbing) Now Billy, everything will be all right. I think we had better call your Mom. She may want your doctor to look at that bump on your head. Ms. Colliver, please get Billy's file and call his mother at home.

Ms. C: Yes, Mrs. Thomas! Right away!

Billy: (cries some more)

Jenny: (after CLOSE observation and keen interest) Will Billy have to get stitches?

Billy: (cries louder at this news flash)

Mrs. T: Jenny, would you like to play with the other boys and girls?

Jenny: They'll have to tie him down while he's getting his stitches.

Billy: (cries LOUDER at this prospect)

Mrs. T: (desperate for some help) Ms. Griffith, why don't you show Jenny the new clothes in our dress-up center?

Ms. G: O.K. That sounds like fun, doesn't it, Jenny?

Jenny: I guess so ... did you see the blood on Billy's head?

Ms. C: Oh, Mrs. Thomas ... I called the phone number in the file and I get a recording saying the number has been disconnected.

Mrs. T: (UPSET) WHAT ?!?!! Billy's mom said they were moving across town, but she didn't say anything about NOT having phone service!!! Billy, have you moved to a new house?

Billy: (cries and doesn't respond to questions)

Mrs. T: Try to calm down, Billy, so I can reach your mother. Ms. Colliver, what other phone numbers are listed on the emergency form?

Ms. C: I'm sorry, Mrs. Thomas, but Billy's mom never did return her form. I guess I should have checked the files more closely.

Ms. G: Excuse me, Mrs. Thomas, but I think the reason Billy's mom moved was because of a job. Remember, Jenny's mother told us last week.

Jenny: (anxious to become involved again!) Billy's mom had this boyfriend and then he left town and ...

Mrs. T: Thank you for TRYING to help Jenny but ...

Jenny: ... Billy's mom had to get a job right away and then ...

Ms. G: Jenny, would you like to help me with the paint aprons?

Mrs. T: O.K. Billy ... we need your help. Is your mother working somewhere?

Billy: (calmer now and ready to talk) Yes.

Mrs. T: That's wonderful, Billy! Do you know WHERE your mother works?

Billy: No, teacher … but my head …

Mrs. T: Now, Billy … please concentrate on what I'm saying. What does your mother do at work?

Billy: Well … she makes french fries, but I need to tell you …

Mrs. T: (very enthusiastic now) Oh, Ms. Colliver, I have great news!!! Billy's mom works at a place that has french fries!

Ms. C: (sarcastically) Well … that certainly narrows it down to only a FEW …

Mrs. T: Never mind … please watch Billy while I call every restaurant in town.

Billy: I want to tell the teacher that my head …

Ms. C: Try not to worry, Billy. Mrs. Thomas will find your mother and then she can take you to the doctor.

Mrs. T: (MANY, MANY phone calls later …) Finally … I located Billy's mom and she has managed to find someone to cover her shift so that she can come to pick up Billy! What a relief!

Billy: Teacher, I …

Mrs. T: Billy, don't worry … your mother is on her way!

Billy: But, my head …

Mrs. T: Everything is fine, Billy, so please try to relax.

Billy: But, teacher …

Mrs. T: (utterly frustrated and exhausted from the events of the day) WHAT IS IT BILLY?

Billy: I've been trying to tell you that my head has stopped bleeding. Can I go play now?

THE END

QUESTIONS TO CONSIDER

1. What have you learned about record keeping?
2. What additional information was needed in Billy's file?
3. How could the frustrating incidences been avoided?
4. How would YOU have reacted if YOU had been Mrs. Thomas?
5. Even though the story was fictitious, could something like this really happen? How?

Written by Becky Storer, 1991.

WHY RECORDS ARE NECESSARY

Innovation in program development often brings about changes in procedures, materials used, and teaching strategies employed. Furthermore, all of the above are apt to change from time to time as programmers discover "what is working" or "what is not working." This fact mandates careful recording at all times for more or less continuous decision making.

(Leeper, Dales, Skipper, Witherspoon, 1974)

LEVEL: GENERAL

GOAL: **#5** Identify necessary data collection/record keeping information.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will complete the required forms (as a parent) for enrollment.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Ask participants to review the forms and follow-up with a whole group discussion.	1. Handout (G-H9) *Forms Packet* Transparency (G-T15) *Sample Discussion Question about Preschool Record Keeping*	1. Review of forms in packet. Leader needs to assure that participants are aware of requirements in *Rules of Preschool Programs* (3301-37-05) and district Special Education Policies and Procedures. Lead the question/answer session. Be prepared to discuss this topic in case there are few questions. Note: Sample questions are included to facilitate the discussion.

PRESCHOOL SPECIAL EDUCATION FORMS AND THEIR LOCATION

		Location in District			
SPECS Forms Numbers	Forms By Title	Central Office File	Building Office File	Sp. Ed. Office File	Psych. Office File
P-101	Permission for Preschool Service Review	✓			
P-113	Referral for Preschool Special Services Review	✓	✓		
P-113a	Multifactored Evaluation Planning Chart	✓	✓	✓	✓
P-114	Parent Notification of Recommended Disposition by Preschool Special Services Committee	✓			
P-125	Individualized Education Program	✓	✓	✓	
P-134	Multifactored Evaluation Team Report	✓	✓	✓	✓

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G-H9

PROSPECTUS
OF A PROGRAM PLANNED FOR OHIO DEPARTMENT OF EDUCATION APPROVED CONTINUING EDUCATION UNITS

Ohio Department of Education
Division of Inservice Education
65 South Front Street, Room 611
Columbus, Ohio 43266-0308

FORM MUST BE TYPED
Duplicate additional copies for future use!

PART I. IDENTIFYING INFORMATION (Prospectus must be filled out completely)

A. ______________________________
Provider Identification No.

B. ______________________________
Provider Agency Name

C. ____________ / ____________ / ____________ / ____________
Mailing Address / City / State / Zip

D. ____________ / ____________ / (   ) ____________
Contact Person / Position / Telephone

PART II. PROGRAM INFORMATION

A. ______________________________
Program Title

B. ____________ / ____________ / ____________
No. of Contact Hrs. / No. of CEUs / Program Site

____
Date(s)

C. Please check (✓) the process which will be used to report the names, addresses, and social security numbers of persons who meet the attendance requirements for this program.

________ Electronic Transfer ________ Address Sheets: __________ No. Needed

D. List topic(s) or theme(s) to be addressed:

____

E. List major intended learning outcomes:

____

____

F. Identify instructional techniques or strategies that will be used to obtain the intended learning outcomes:

____

____

____

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G. Identify the assessment techniques or strategies that will be used to determine the achievement of the intended learning outcomes:

____

____

____

____

H. Program Description (Check One)

1. _____ Adult Development
2. _____ Assessment
3. _____ Business Management
4. _____ Career Education
5. _____ Classroom Management
6. _____ Communication Skills
7. _____ Computers
8. _____ Cooperative Learning
9. _____ Counseling
10. _____ Curriculum
11. _____ Economics
12. _____ Effective Schools
13. _____ Effective Teaching
14. _____ Equity Issues
15. _____ Food Service
16. _____ Gifted Education
17. _____ Health Services
18. _____ Home Economics
19. _____ Industrial Technology
20. _____ Interpersonal Relations
21. _____ Intervention
22. _____ Kindergarten
23. _____ Labor Relations
24. _____ Learning Styles
25. _____ Legal Issues
26. _____ Library/Media
27. _____ Management Skills
28. _____ Mathematics
29. _____ Mentor Training
30. _____ Motivation
31. _____ Non-English Speaking Students
32. _____ Office Administration
33. _____ Oral and Written Communication
34. _____ Peer Coaching
35. _____ Personnel
36. _____ Problem Solving
37. _____ Public Relations
38. _____ Real Estate
39. _____ School Finance
40. _____ School Law
41. _____ School Reform
42. _____ Science
43. _____ Social Studies
44. _____ Special Education
45. _____ Supervision of Instruction
46. _____ Teaching of Reading
47. _____ Thinking Skills
48. _____ Trade and Industrial Ed.
49. _____ Transportation
50. _____ Vocational Education
51. _____ Other ______________

I. List major program presenters' names and qualifications. Staple continuation page, if necessary.

1. ____
2. ____
3. ____
4. ____
5. ____

PART III. PLEASE STAPLE COPY OF PROMOTIONAL MATERIAL AND TENTATIVE AGENDA FOR THIS PROGRAM TO THIS FORM.

NOTE: Only prospectus that fully meets the requirements stated in the guidelines will be considered for CEU credit.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
PRESCHOOL/SCHOOL-AGE CHILD CARE PROGRAM OPERATION
SUPERINTENDENT'S STATEMENT

Instructions

Public schools, CBMR/DD, and chartered nonpublic schools which are not the fiscal agent for a preschool/school-age child care program must complete the form below with the information requested. The signature of the superintendent/chief administrative officer notifies the Ohio Department of Education that the school district, CBMR/DD, or chartered nonpublic school is not currently a fiscal agent for a preschool and/or a school-age child care program. If the school district, CBMR/DD, or chartered nonpublic school is a member of a consortium but not the fiscal agent, the form below must be completed.

Indicate the type of program (one or both programs may be indicated, as applicable) on line 1. Enter the name of the school district, CBMR/DD, or chartered nonpublic school, IRN, county, and telephone number on lines 2, 3, 4, and 5. The typed name and signature of the superintendent or CAO is required on lines 6 and 7.

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
PRESCHOOL/SCHOOL-AGE CHILD CARE PROGRAM OPERATION
SUPERINTENDENT'S STATEMENT

The school district, county board of MR/DD, or chartered nonpublic school listed below is not a fiscal agent for a preschool/school-age child care program.

1. Check the appropriate program: ______ Preschool Program

   ______ School-Age Child Care Program

2. Name of school district, CBMR/DD, or chartered nonpublic school

   ____

3. IRN ________________ 4. County ________________

5. Telephone Number ____

6. Name of superintendent/chief administrative officer (typed)

   ____

7. Signature of superintendent/chief administrative officer

   ____

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

SCHOOL ENVIRONMENT INSPECTION FORM

____
Health District

Name of School ______________________ Address ______________________

Clerk, Board of Education ______________________ Address ______________________

Superintendent or Principal ______________________ Address ______________________

Custodians ______________________

☐ Elementary
☐ Junior High
☐ Senior High
Enrollment ________

No. Classrooms ________
Food Service ☐ Yes ☐ No
Swimming Pool ☐ Yes ☐ No

☐ Municipal Sewage
☐ Public Sewage
☐ Municipal Water
☐ Public Water

Items marked by (x) are explained below with recommendations.

- I Surroundings
  - A. Location ☐
  - B. Grounds, Walkways, and Driveways ☐
  - C. Playground Equipment ☐
- II Building
  - A. Structure ☐
  - B. Floor Cleaning and Repair ☐
  - C. Walls and Ceiling – Cleaning and Repair ☐
  - D. Doors and Windows ☐
- III Heating and Ventilation
  - A. Thermostat and Thermometer Each Classroom ☐
  - B. Temperature and Humidity ☐
  - C. Ventilation and Dust Control ☐
- IV Lighting
  - A. Adequate Artificial Lighting ☐
  - B. Maintenance of Fixtures ☐
  - C. Quality and Proper Use of Lighting ☐
- V Water Supply
  - A. Source, Development, and Treatment ☐
  - B. Pressure and Chemical Quality ☐
  - C. Plumbing, Maintenance, and Design ☐
  - D. Drinking Fountains ☐
- VI Toilet and Locker Room Facilities
  - A. Cleaning, Repair, and Adequacy of
    - 1. Rooms ☐
    - 2. Showers and Toilet Fixtures ☐
    - 3. Lockers and Modesty Equipment ☐
    - 4. Handwashing Facilities ☐
  - B. Ventilation ☐
  - C. Rest Room Supplies ☐
- VII Waste Disposal
  - A. Sewage System Operation ☐
  - B. Sewage System Maintenance ☐
  - C. Refuse and Garbage Disposal ☐
  - D. Refuse and Garbage Storage ☐
- VIII School Room Facilities
  - A. Adequate Equipment and Furnishings ☐
  - B. Maintenance of Equipment and Furnishings ☐
  - C. Room Population (Overcrowding) ☐
- IX Accident Prevention
  - A. Traffic Safety ☐
  - B. Fire Exits Marked, Adequate ☐
  - C. Fire Fighting Equipment ☐
  - D. Rooms and Halls Free of Hazards ☐
  - E. Stairways and Playgrounds Free of Hazards ☐
  - F. Properly Equipped Emergency Room ☐
- X Insect and Rodent Control
  - A. No Evidence of Insect Infestation ☐
  - B. No Evidence of Rodent Infestation ☐
  - C. Proper Control Procedures Used ☐

Recommendations:

____
____
____
____
____

______________________ Date

______________________ Sanitarian

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
SCHOOL-AGE CHILD CARE PROGRAM EXEMPTION-FUNDS
SUPERINTENDENT'S STATEMENT

Instructions

Public schools, CBMR/DD, and chartered nonpublic schools which operate school-age child care program, do not receive state and/or federal funds to operate a school-age child care program, and do not choose to be licensed, must complete the form below with the information requested. The signature of the superintendent/chief administrative officer notifies the Ohio Department of Education that the school district, CBMR/DD, or chartered nonpublic school listed below operates a school-age child care program but does not receive state and/or federal funds and is, therefore, exempt from licensure. Enter the name of the school district, CBMR/DD, or chartered nonpublic school, IRN, county, and telephone number on lines 1, 2, 3, and 4. The typed name and signature of the superintendent or CAO is required on lines 5 and 6.

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
SCHOOL-AGE CHILD CARE PROGRAM EXEMPTION-FUNDS
SUPERINTENDENT'S STATEMENT

The school district, county board of MR/DD, or chartered nonpublic school listed below does not receive state and/or federal funds to operate a school-age child care program and chooses not to be licensed.

1. Name of school district, CBMR/DD, or chartered nonpublic school

____

2. IRN ____________________ 3. County ____________________

4. Telephone Number ( ) ______________________________

5. Name of superintendent/chief administrative officer (typed)

____

6. Signature of superintendent/chief administrative officer

____

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Building Code Reference
Building code applied at time
of last inspection report ____________________
No information available (new application) ____________
Not applicable ____________________

COUNTY ____________

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
FIRE INSPECTION REPORT/PRESCHOOL PROGRAM

Name of Program ____________________ Director ____________
Street Address ____________________
City, State, Zip Code ____________________
Person with whom report was discussed ____________________

This is to certify that I inspected the buildings comprising this preschool program and collected the following information.

1. Type of construction: ☐ Frame ☐ Brick ☐ Block ☐ Other ________
   Floors: ☐ Wood ☐ Concrete ☐ Other ____________
   Stairways: ☐ Wood ☐ Concrete ☐ Other ____________
2. Number of floors ________
   What floors have been approved for sleeping arrangements?
   ☐ First ☐ Second ☐ Third
   Explain limitations, if any, on approval for sleeping arrangements
   ____
   ____
3. Rule 3301-37-04, Ohio Administrative Code, requires that preschool programs have fire inspection approval for the care of infants (children under eighteen months of age) and/or nonambulatory children of any age on any floor besides the first floor of a building.
   Has the building been approved for infant or nonambulatory care on any floor besides the first floor? ☐ Yes ☐ No
   Comments ____________________
   ____
4. Are stairways enclosed? ☐ Yes ☐ No
5. Does facility have adequate and proper means of egress? ☐ Yes ☐ No
6. Proper type and number of fire extinguishers? ☐ Yes ☐ No
   Number ____________
7. Evidence of good housekeeping? ☐ Yes ☐ No
8. Is there a fire service-approved evacuation procedure? ☐ Yes ☐ No
9. If the answer to number 8 is no, did you establish an evacuation plan? ☐ Yes ☐ No
10. Is floor plan for fire evacuation posted? ☐ Yes ☐ No
11. If applicable, what type of fire alarm system is provided? ____________________
    ____
    ____

-over-

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G-H9

Is the facility reasonably free from conditions hazardous to the safety of children and approved as such? [ ] Yes [ ] No

If no, list violations:

Below, make the recommendations for correcting all violations listed.

All violations must be corrected. Reinspection and approval are required if any violations listed are not corrected immediately.

Date Inspected ____________________

Inspected By ____________________
Signature

____
Title

____
Name of Fire Department

Date Reinspected ____________________
Reinspected and Approved By

____
Signature

____
Title

____
Name of Fire Department

The preschool director should keep one copy of this form. The local fire department should receive one copy of this form.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

To: Parent
Records Control Officer

SPECS P-101

PERMISSION FOR PRESCHOOL SERVICE REVIEW

I, ______________________________ hereby give my permission for the
Parent/Legal Guardian/Surrogate

______________________________ to conduct a Preschool Special
School District

Services Review for ______________ . In giving my permission I understand that
Name of Child
any or all of the following may occur:

1) Review of relevant records.
(Releases of Information will be included.)

2) Interview(s) with myself or caregiver.

3) Observation(s) of my child.

4) Administration of screening instruments.

I further understand and agree that the information collected by the school district will then be reviewed by the Early Childhood Special Services Review Committee and that a recommendation will be made regarding the need for additional evaluations and/or referral for other intervention services.

____
Name of Parent/Legal Guardian/Surrogate

____
Signature

____
Date

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SPECS P-113-1

REFERRAL FOR SPECIAL SERVICES REVIEW

Identifying Data:

Name of Child: ____________________ Nickname: ____________

Date of Birth: ____________ Sex: ____ Social Security No. ____________

Parent(s) Name: Mother: ____________ Father: ____________

Parent(s) Address: Mother: ____________________

____

Father: ____________________

____

Parent(s) Phone No. Mother: ____________ Father: ____________

Legal Guardian/Surrogate Name: ____________________

Legal Guardian/Surrogate Address: ____________________

____

Legal Guardian/Surrogate Phone No.: ____________________

Directions to Child's Home: ____________________

____

Name of Person Completing Form: ____________________

Address of Person Completing Form: ____________________

____

Phone No. of Person Completing Form: ____________________

Child's History

A. Medical

1. Who is the child's regular physician? ____________________
2. When was the child's last physical examination? ____________________
3. Has the child attended any of the following?

   a. **Health Department Clinics** Yes ☐ No ☐

   Which Clinics and when ____________________

   ____

   ____

   Is the child receiving benefits from the Bureau for Children with Medical Handicaps (BCMH)? Yes ☐ No ☐

   b. **Health Chek or Healthy Start** Yes ☐ No ☐

   When was the last appointment? ____________________

   c. **WIC (Women's Infants, Children) Physical** Yes ☐ No ☐

   When was it done? ____________________

   d. **Hospital Clinics** Yes ☐ No ☐

   Which hospitals/clinics and when? ____________________

   ____

   ____

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SPECS P-113-2

4. Have any of the following types of evaluations been done with the child?
   a. Speech/Language Yes ☐ No ☐
   Where? ____________ When? ____________
   b. Physical Therapy Yes ☐ No ☐
   Where? ____________ When? ____________
   c. Occupational Therapy Yes ☐ No ☐
   Where? ____________ When? ____________
   d. Vision Yes ☐ No ☐
   Where? ____________ When? ____________
   e. Hearing Yes ☐ No ☐
   Where? ____________ When? ____________
   f. Cognitive/Ability Testing Yes ☐ No ☐
   Where? ____________ When? ____________
5. Were there any complications during pregnancy? Yes ☐ No ☐
   If yes, please describe ____________

   Were there any complications during or immediately following child's birth? Yes ☐ No ☐
   If yes, please describe ____________

   Where was the child born? ____________
   Who delivered the child? ____________

B. Developmental History

1. Motor
   a. At what age did the child sit independently? ____________
   b. At what age did the child crawl? ____________
   c. At what age did the child take his/her first steps independently? ____________
2. Language
   a. At what age did the child say words that were understandable? ____________
3. Toilet training
   a. When did the child sleep through the night without diapers? ____________
   b. Is the child totally toilet trained? Yes ☐ No ☐
   If not, at what level of toilet training is the child? ____________

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C. Family History:

1. With whom does the child live? ______________________________

____

2. Siblings? 2.a. Others in Home?

Names	Ages	Names

3. With whom does the child stay during the day? ______________________________

____

(Name of person and relationship to child or care center.)

4. Describe a typical day for the child.

What time does he/she wake up? ______________________________

What are typical morning activities? ______________________________

What are typical meal times? Where and with whom does the child eat? ______________

____

What does the child like to eat? ______________________________

____

What are typical nap and bed times? ______________________________

How many hours does the child nap? ______________________________

How many hours does the child sleep at night? ______________________________

How often does the child wake up during the night and need attention? ______________

Does the child play with other children during the day? Yes ☐ No ☐

Does the child have special needs that require daily care or daily activities from the caretaker? Yes ☐ No ☐

If yes, please describe

____

____

____

What does the child like to play with? ______________________________

____

____

____

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SPECS P-113-4

Intervention

A. Has the child ever received any of the following special services, treatments or therapies?

1. Speech/Language Yes ☐ No ☐
   Where? ____________________ When? ____________________
   Therapist's Name ____
2. Physical Therapy Yes ☐ No ☐
   Where? ____________________ When? ____________________
   Therapist's Name ____
3. Occupational Therapy Yes ☐ No ☐
   Where? ____________________ When? ____________________
   Therapist's Name ____
4. Orientation and Mobility Training Yes ☐ No ☐
   Where? ____________________ When? ____________________
   Specialist's Name ____
5. Auditory Training/Rehabilitation Yes ☐ No ☐
   Where? ____________________ When? ____________________
   Specialist's Name ____
6. Infant Stimulation/Supportive Home Services Yes ☐ No ☐
   Where? ____________________ When? ____________________
   Teacher's Name ____
7. Psychological Counseling Yes ☐ No ☐
   Where? ____________________ When? ____________________
   Counselor's Name ____
8. Other Yes ☐ No ☐
   Where? ____________________ When? ____________________
   Specialist's Name ____

B. List present or past preschools and dates attended

Where? ____________________ When? ____________________
Where? ____________________ When? ____________________
Where? ____________________ When? ____________________
Where? ____________________ When? ____________________
Where? ____________________ When? ____________________

C. Has the parent(s)/family ever received or participated in any of the following support services? Please check (✓)

☐ A parenting group or parent support group.
☐ Family counseling to assist with child's special needs.
☐ Respite care.
☐ Other (specify) ____

____
____

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SPECS P-113-5

PRESENT LEVELS OF PERFORMANCE

Please describe the child's present skills in the following areas by checking the box in each section which most closely describes the child's best current performance, making comments as needed.

Name and Title of Person Completing Form: ______________________________

Method Used: (✓) check ☐ Observation ☐ Structured Interview

Eating
- ☐ needs to be fed
- ☐ partially self-feeds
- ☐ eats and drinks independently

Dressing
- ☐ needs to be dressed
- ☐ removes small articles of clothing
- ☐ dresses self except shoes

Toileting
- ☐ wears diapers
- ☐ uses potty with help
- ☐ independent

Attention
- ☐ needs constant attention/supervision
- ☐ occupies self with toys for ten or more minutes
- ☐ attends to small group activity for ten or more minutes

Receptive
- ☐ does not appear to understand words
- ☐ shows understanding of several words, e.g., "mommy," or "pop"
- ☐ can follow simple commands such as "Give Daddy the cookie"

Expressive Language
- ☐ uses gestures and/or sounds
- ☐ says at least ten words you can understand
- ☐ says two or three words together
- ☐ uses sentences

Hearing
- ☐ does not respond regularly to sounds
- ☐ looks at or reacts correctly to sources of sounds (looks at phone when it rings, looks out the window when a truck passes, turns when name is called)
- ☐ responds to simple directions given when back is turned

Cognitive
- ☐ looks for toy or person who is out of sight
- ☐ shows understanding of how things work by turning things on/off, activating a variety of toys or directing adults to do so

Cognitive (continued)
- ☐ sorts toys or objects by at least one feature (color, size, shape)
- ☐ counts to four and names 2 or 3 colors

Fine Motor
- ☐ needs help to pick up small pieces of food or small toys
- ☐ independently picks up small toys and transfers hand to hand
- ☐ draws one or more recognizable form (circle, line, etc.) with crayon, chalk, or pencil

Play
- ☐ needs stimulation to be provided by another person
- ☐ holds and manipulates toys (shakes, chews, bangs, etc.)
- ☐ uses some toys and objects appropriately (pushes truck, rocks baby, uses brush to brush hair, etc.)
- ☐ uses imagination to play (pretends to cook dinner, pretends to be Mommy going to work, dresses like Daddy)

Gross Motor
- ☐ needs to be carried or moved by another person
- ☐ crawls or cruises on furniture
- ☐ walks independently

Vision
- ☐ does not show recognition of people or objects by sight
- ☐ recognizes familiar people and toys, locates familiar objects in house, e.g., shoes, tooth brush, t.v.
- ☐ points to and names things and people in pictures

Social
- ☐ shows little response to other people
- ☐ enjoys frolic play, peek-a-boo, pat-a-cake
- ☐ will sometimes share toys and cooperate in play
- ☐ takes turns in simple games (Duck Duck Goose, The Farmer in the Dell)

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

RECOMMENDED DISPOSITION

SPECS P-113-6

Preschool Special Services Committee Review

(✓) check **Data suggests the following:**

☐ Presence of suspected disability and a Multifactored Evaluation is required

Suspected area(s) of disability (please ✓ check)

☐ Cognitive Ability
☐ Hearing Abilities
☐ Social-Emotional/Behavioral
☐ Adaptive Behavior
☐ Vision Abilities
☐ Communication
☐ Motor Functioning

☐ Data does not suggest presence of suspected disability (please ✓ check)

☐ a. No further action is indicated

☐ b. Rescreen by ____________________ by ____________________________
Date Person Responsible

☐ c. Refer to other community agencies:

Agency Name	Committee Member Responsible

Committee members who disagree with the above recommendation(s) shall submit a separate statement.

____
Name of Committee Chairperson

____
Signature of Committee Chairperson

____
Date

☐ The parent has requested a multifactored evaluation and has indicated the following area(s) of suspected deficit: (please ✓ check)

☐ Cognitive Ability
☐ Hearing Abilities
☐ Social-Emotional/Behavioral
☐ Adaptive Behavior
☐ Vision Abilities
☐ Communication
☐ Motor Functioning

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

To: Multifactored Evaluation Team **SPECS P-113a**

Name of Child______________________________ D.O.B. ____________________

EARLY CHILDHOOD COMMITTEE MULTIFACTORED EVALUATION PLANNING CHART

As a committee, make decisions regarding how each area shall be addressed. In the appropriate box, write the name of the person who will be responsible and the approximate date of expected accomplishment. Check (✓) appropriate box when completed.

	Structured Interview	✓	Structured Observation	✓	Norm-Referenced	✓	Criterion-Referenced	✓
a. **Background**								
b. **Adaptive Behavior**								
c. **Cognitive Ability**								
d. **Communication**								
e. **Hearing Abilities**								
f. **Preacademic**								
g. **Sensorimotor**								
h. **Social-Emotional/ Behavioral**								
i. **Vision Abilities**								
j. **Medical**								
k. **Summary**								

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

To: **Parent(s)**
Referral Source

SPECS P-114

PARENT NOTIFICATION OF RECOMMENDED DISPOSITION BY PRESCHOOL SPECIAL SERVICES COMMITTEE

Date ______________________

Dear ______________________________,

On _____ / _____ / _____ the Preschool Special Services Review Committee met to
Date

review the data/information regarding your child. As a result of this review the following is recommended:

(✓ where appropriate)

☐ 1. There is a suspected disability in the following area(s) and a multifactored evaluation is needed. (Please ✓ check)

- ☐ Cognitive Ability
- ☐ Hearing Abilities
- ☐ Social-Emotional/Behavioral
- ☐ Motor Functioning
- ☐ Adaptive Behavior
- ☐ Vision Abilities
- ☐ Communication

Information regarding this process, your rights as a parent, and a request for permission for the evaluation is either included or will be sent to you within 30 days.

☐ 2. A disability is not suspected and the following is recommended.

(✓ where appropriate)

- ☐ No further action is indicated
- ☐ A rescreening is suggested by

Date	Person Responsible

☐ A referral to one or more of the following agencies is recommended.

Agency Name	Person Responsible	Phone No.

Please understand that these are recommendations. If you do not agree with these recommendations or have questions/concerns, please contact ____________________ (Name) ______________ (Phone No.) as soon as possible.

Sincerely,

____
Signature

____
Name and Title

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

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INDIVIDUALIZED EDUCATION PROGRAM

SPECS P-125-1

IEP Meeting Date ___ / ___ / ___ Effective School Year ______________

☐ Initial Placement
☐ Periodic Review

Child's Name ______________________ D.O.B. ___ / ___ / ___ C.A. __________ Sex ______

Parent(s) ____ Phone ______________

Address ____

District of Residence ____________________ District/Agency of Attendance ________________

Location of Special Education Program and/or Related Services ______________________

Date of Next Schedule Review ___ / ___ / ___
Month Day Year

AREA(S) OF DOCUMENTED DEFICIT: (check all that apply)

☐ Cognitive & Adaptive Behavior
☐ Cognitive & One or More of the Areas Listed Below
☐ Adaptive Behavior & One or More of the Areas Listed Below
☐ Communication Skills
☐ Hearing Abilities
☐ Motor Functioning
☐ Social & Emotional/Behavior Functioning
☐ Vision Abilities

PRESENT LEVELS OF DEVELOPMENT/FUNCTIONING

Domains of developmentally-appropriate curriculum affected by area(s) of documented deficit(s): (✓ **all that apply**)

☐ Adaptive ☐ Cognitive ☐ Sensorimotor ☐ Aesthetic ☐ Communication ☐ Social-Emotional

☐ Other (please specify) (1.) ______________ (2.) ______________ (3.) ______________

Records Control Officer–White • Parent–Canary • Program Teacher–Pink • Related Service Provider–Goldenrod

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INDIVIDUALIZED EDUCATION PROGRAM

SPECS P-125-2
Revised 9/91

Child's Name ________________________ D.O.B. ___/___/___ Page _____ of _____

Annual Goals	Short-Term Instructional Objectives Including Objective Criteria and Evaluation Procedures	Check (✓) and date if met

Records Control Officer–White • Parent–Canary • Program Teacher–Pink • Related Service Provider–Goldenrod

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INDIVIDUALIZED EDUCATION PROGRAM

SPECS P125-1-a

Child's Name ________________________ D.O.B. ___ / ___ / ___ Page _______ of _______

PRESENT LEVELS OF DEVELOPMENT/FUNCTIONING (CONTINUED)

Records Control Officer–White • Parent–Canary • Program Teacher–Pink • Related Service Provider–Goldenrod

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INDIVIDUALIZED EDUCATION PROGRAM

G-H9

SPECS P-125-3

Child's Name ______________________ D.O.B. ___ / ___ / ___ Page ______ of ______

DETERMINATION OF LEAST RESTRICTIVE ENVIRONMENT

Based upon the IEP Goals and Objectives and the Strengths and Needs of the Family, the IEP Conference Participants Have Discussed the Following Least Restrictive Environment Options:

Program (Check ✓)	Location options where special education services may be delivered (list all options available and check options considered)		Participation with Typically Developing Peers Available Check ✓ Yes or No	
			Yes	No
Center Based ☐	______________________	☐	☐	☐
	______________________	☐	☐	☐
	______________________	☐	☐	☐
Itinerant ☐	Home	☐	☐	☐
	Parent Selected Licensed Child Care/Preschool/Kindergarten	☐	☐	☐
	Public School Kindergarten	☐	☐	☐

SPECIAL EDUCATION PROGRAM

Based upon the Discussion of Least Restrictive Environment Options, the Following Program Has Been Selected.

Program	Location	Number of Hours	Extent of Participation with Typically Developing Peers	Date of Initiation	Anticipated Duration	Date Terminated
				/ /		/ /
				/ /		/ /
				/ /		/ /

Needs Necessitating Placement in Separate Facility: (If child is placed in separate facility, document needs necessitating such placement) ______________________

RELATED SERVICES

Service	Location	Type of Service (Check ✓)			Date of Initation	Anticipated Duration	Date Terminated
		Consultation	Classroom by Therapist	Pullout			
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /

IEP MEETING PARTICIPANTS

(Sign only when in agreement)

Teacher
Name: ______________
Position: ______________
Signature: ______________

District Representative
Name: ______________
Position: ______________
Signature: ______________

Parent/Guardian/Surrogate
Name: ______________
Position: ______________
Signature: ______________

Evaluation Team Member
Name: ______________
Position: ______________
Signature: ______________

Other
Name: ______________
Position: ______________
Signature: ______________

Other
Name: ______________
Position: ______________
Signature: ______________

IEP Meeting Participants who disagree shall submit a separate statement.

PARENT/GUARDIAN/SURROGATE SIGNATURE

Please Check (✓)

☐ I have read and understand the contents of the IEP and was provided the opportunity to participate in it's development.

☐ I give my permission for placement and services herein.

☐ I waive my right to notification by certified mail of the placement decision.

Parent/Guardian/Surrogate Signature: ______________________ Date: ______________

I do not give my permission for the placement proposed and I understand that no change in educational placement shall occur until present differences are resolved.

Parent/Guardian/Surrogate Signature: ______________________ Date: ______________

Superintendent Signature: ______________________ Date: ______________

Records Control Officer–White • Parent–Canary • Program Teacher–Pink • Related Service Provider–Goldenrod

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

To: **Records Control Officer**
LDC
Teachers
Provider District

SPECS P-134-1

MULTIFACTORED EVALUATION TEAM REPORT

Name of Child ______________________________

D.O.B. ______________ Social Security Number ______________

Parent(s)/Legal Guardian/Surrogate Name ______________________________

Address ______________________________

City ______________ State ________ Zip Code ________

Telephone Number ______________________________

Name(s) Position(s) of Person(s) Making Referral ______________________________

____

____

____

Reason for Referral

____

____

____

____

Date of Referral ______________________________

Suspected Area of Disability (Check ✓ all that apply)

- ☐ Cognitive and Adaptive Behavior
- ☐ Cognitive and One or More Areas Listed Below
- ☐ Adaptive Behavior and One or More Areas Listed Below
- ☐ Communication Skills
- ☐ Hearing Abilities
- ☐ Motor Functioning
- ☐ Social-Emotional/Behavioral Functioning
- ☐ Vision Abilities

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SPECS P-134-2

Name of Child ______________________ D.O.B. ______________

I. Background

Person(s) Completing Section ______________________

Agency(ies) and Title(s) ______________________

Information Provided by ______________________

A. Developmental ______________________

B. Family ______________________

C. Medical ______________________

D. Educational History (When Appropriate) ______________________

---

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

SPECS P-134-3

Name of Child ______________________________ D.O.B. __________________

II. **Observation Data** (Required for all preschool children)

Name(s) of Person(s) Conducting Observation ______________________________

Agency(ies) and Title(s) ______________________________

Observation Date ______________________________

Setting ______________________________

A. Describe and summarize behaviors observed in area(s) of suspected disability.

B. Describe and summarize behavior observed in other domains (list domains observed):

C. Interpretation (results compared to typical development).

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OBSERVATION GUIDE

Please try to observe the child's behavior in the following domains. Pay special attention to the circled domains which are suspected areas of disability.

This guide is intended to provide a guide to behaviors which you need to observe and to provide a reference guide for typical development.

Please be specific in your observation about the child's environment, activity, and behavior during the observation period.

VISION

- Follows you or a favorite toy with eyes by 4 months
- Holds head straight rather than in tilted or awkward positions
- Seems able to locate and pick up small objects by age 1 year
- Eyes do not seem to hurt
  Eyes look healthy
  (Eyelids are not red, watery, or puffy)
- Eyes are not crossed

HEARING

- Responds to the sound of a bell or a door slamming by 1 month
- Turns toward sounds or voices by age 6 months
- Has few earaches
- Talks in a normal voice, not too loudly or softly
- Seems to hear you when you call from another room
- Seems to hear as well with one ear as the other (Does not always turn the same ear toward voices or sounds)

PLAYING

- Reaches for and holds rattle or squeaky toy placed in his or her hand by 5 months
- Plays games like "pat-a-cake" and "peek-a-boo" by age 1 year
- Imitates grown-ups doing simple chores by 18 months
- Shows that he or she enjoys play by wiggling and laughing or by crying when game stops
- Plays with other children by age 3 years
- Shares and takes turns with others some of the time by age 4 years

COMMUNICATION

- Makes noises other than crying by 2 months
- Makes high pitched happy squeals by 6 months
- Says words like "mama" and "dada" by 1 year
- Says at least 3 words other than "mama" or "dada" by 18 months
- Combines two or more different words by age 2 years
- Can carry on a simple conversation by age 3 years
- Repeats easy rhymes or jingles by age 3 1/2 years
- Can be understood by people not familiar with the child's speech by age 4 years

COGNITIVE

- Responds to his or her own name by 6 months
- Looks for an object which is removed from sight by 9 months
- Points to body parts like eyes, nose, mouth, or tummy by 2 years
- Follows simple directions by age 2 1/2 years
- Understands in, on, under, etc. by 3 years

SENSORIMOTOR

- Lifts head when placed on tummy by 3 months
- Rolls over by 5 months
- Sits alone by 8 months
- Stands and walks by 18 months
- Scribbles on paper with a pencil or crayon by 2 years
- Throws a ball overhand by 2 1/2 years
- Builds a tower of 6 or more blocks by 3 years
- Balances on one foot by age 4 years

ADAPTIVE (Self-Help)

- Feeds self a cracker by 8 months
- Drinks from a cup without spilling much by 18 months
- Tries to help with simple household tasks like picking up toys, getting things, and bringing them to you, etc., by 2 years
- Puts on some of his or her own clothes such as socks, shirt, or pants by 3 years
- Uses toilet with few accidents by 3 1/2 years

Indicate in the text of your observation any maladaptive behaviors which you observed, including but not limited to: aggressive behavior toward others; destructive behavior; self-stimulation; atypical communication such as repetitive speech; rigid or repetitive behavior; non compliance. Also indicate intensity and frequency of the above behaviors.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

SPECS P-134-4

Name of Child ______________________ D.O.B. ____________

III. Structured Interview (Required for all preschool children)

Name(s) of Person(s) Conducting Interview ______________________

Agency(ies) and Title(s) ______________________

Name of Informant(s) ______________________

Date of Interview ______________________

Instrument ______________________

A. Describe and summarize the concepts/behaviors/skills the child is reported to have acquired:
   1. In the area of suspected disability

   2. In other domains

B. Describe and summarize the concepts/behaviors/skills the child is reported not to have acquired:
   1. In the area of suspected disability

   2. In other domains

C. Interpretation (results compared to typical development).

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

SPECS P-134-5

Name of Child ______________________ D.O.B. ______________

IV. Standardized Norm-Referenced Data (Required in area(s) of suspected disability except in cases of vision and hearing)

Name(s) of Person(s) Conducting the Assessment ______________________

Agency(ies) and Title(s) ______________________

Name of Instrument(s) ______________________

Date of Assessment(s) ______________________

Setting(s) ______________________

Suspected Disability Area(s) ______________________

A. Results

Test/Subtests (list)	Standard Score	S.D. Score

B. Describe and summarize the concepts/behaviors/skills demonstrated by the child on this assessment.

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SPECS P-134-5a

Name of Child ______________________________ D.O.B. ____________________

C. Describe and summarize the concepts/behaviors/skills not demonstrated by the child on this measure.

D. Interpretation (compare results to typical development).

E. Examiner's opinion regarding the reliability of estimate of child's functioning including overall rapport, adequacy/applicability of the instrument, other relevant factors.

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SPECS P-134-6

Name of Child ______________________ D.O.B. ______________

V. Vision Criteria (Standardized norm-referenced data for children with suspected disabilities in vision)

Name(s) of Person(s) Conducting the Assessment ______________________

Agency(ies) and Title(s)______________________

Name of Instrument(s)______________________

Date of Assessment(s) ______________________

Setting ______________________

	Left	Right
A. Visual acuity: uncorrected	______ / ______	______ / ______
corrected	______ / ______	______ / ______

B. If acuity is better than 20/70 in the better eye with correction, describe any physical eye condition that affects visual functioning such that special education placement, materials, and/or services may be required.

C. Describe the impact of the visual impairment on normal development and functioning.

D. Examiner's opinion regarding reliablity of estimate of child's functioning including overall rapport, adequacy/applicability of the instrument, other relevant factors.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

SPECS P-134-7

Name of Child ______________________________ D.O.B. __________________

VI. Hearing Criteria (Standardized norm-referenced data for children with suspected disabilities in hearing)

Name(s) of Person(s) Conducting the Assessment ________________________________

Agency(ies) and Title(s) ____

Name of Instrument(s) ____

Date of Assessment(s) ____

Setting ____

A. Average Pure Tone (APT) Hearing Loss in Better Ear:

	Left	Right
500 Hertz	____________ dB	____________ dB
1000 Hertz	____________ dB	____________ dB
2000 Hertz	____________ dB	____________ dB

B. If the APT hearing loss is at least 25dB's, but not greater than 50, in the better ear, provide documentation of one of the following:

1) A more severe hearing loss during the developmental years than is currently measured,
2) A delay in diagnosis, provision of amplification, and/or initiation of special programming; or
3) A history of chronic medical problems that have resulted in fluctuating hearing, presently or in the past, or
4) A hearing loss in excess of twenty-five decibels (ANSI) for the frequencies one thousand Hertz through eight thousand Hertz in the better ear, resulting in such poor auditory discrimination that it has an adverse effect upon the child's educational performance.

C. Describe the impact of the hearing loss on normal development and functioning.

D. Examiner's opinion regarding reliability of estimate of child's functioning including overall rapport, adequacy/applicability of the instrument, other relevant factors.

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SPECS P-134-8

Name of Child ______________________________ D.O.B. ______________

VII. Criterion-Referenced/Curriculum-Based Assessment
(Required for all preschool children in area(s) of suspected disabilities)

Name(s) of Person(s) Conducting the Assessment ______________________________

Agency(ies) and Title(s) ______________________________

Name of Instrument(s) ______________________________

Area(s) Assessed ______________________________

Date of Assessment(s) ______________________________

Setting ______________________________

A. Describe and summarize the concepts/behaviors/skills successfully demonstrated.

B. Interpretation (compare results to typical development) and summarize.

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SPECS P-134-9

Name of Child ______________________________ D.O.B. ________________

VIII. General Assessment Results (Required for all preschool children)

Medical Date: ____
(if related to area of suspected disability)
Person/Title Conducting Screening: ____________________________________

Results: ____

____

____

Vision Screening Date: ____

Person/Title Conducting Screening: ____________________________________

Results: ____

____

____

Hearing Screening Date: ____

Person/Title Conducting Screening: ____________________________________

Results: ____

____

____

Current Levels of Functioning:

A. If domain(s) have been previously described/summarized, indicate page number.

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SPECS P-134-9a

Name of Child ______________________________ D.O.B. ____________________

B. If domain(s) have not been previously described/summarized, indicate evaluation procedure or instrument(s) used and describe/summarize result(s), including name, evaluator, and date of evaluation.

Adaptive Behavior

Cognitive Ability

Communication Skills

Preacademic Skills

Sensorimotor/Motor Functioning

Social-Emotional/Behavioral Functioning

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To: Parent **SPECS P-134-10**

IX. Summary and Interpretation of Multifactored Evaluation

Name of Child ______________________ D.O.B. ______________

Date of Multifactored Evaluation ______________________________

1. Summary of the child's strength(s) based on the multifactored evaluation.

2. Summarize the results obtained across the four methodologies in the area(s) of suspected disability.

3. Compare the child's performance in the area(s) of suspected disability to the performance expected of a typically developing child of the same age.

---

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

To: Parent **SPECS P-134-10a**

Name of Child ______________________ D.O.B. ______________

4. Summarize the effect(s) that the area(s) of suspected disability has on normal development and functioning.

5. Suggested Intervention Strategies.

____
Signature of Multifactored Evaluation Team Chairperson

____
Name and Title of Multifactored Evaluation Team Chairperson

____
Date

____
Address

____
Telephone Number

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To: Parent **SPECS P-134-11**

Name of Child ________________________ D.O.B. ________________

VIII. Determination of Eligibility

1. Do the data obtained from the standardized norm-referenced instrument, the structured interview and observations, and the criterion-referenced or curriculum-based assessment confirm the existence of a documented deficit (Rule 3301-02)?

   If so, list the area(s) of documented deficit:

   ________________________ ☐ Yes ☐ No
   ________________________ ☐ Yes ☐ No
   ________________________ ☐ Yes ☐ No
   ________________________ ☐ Yes ☐ No

2. Does the deficit(s) have an adverse effect on normal development and functioning?

   List each deficit and indicate.

   ________________________ ☐ Yes ☐ No
   ________________________ ☐ Yes ☐ No
   ________________________ ☐ Yes ☐ No
   ________________________ ☐ Yes ☐ No

3. Is the deficit(s) solely a result of an environmental, cultural, or economic factor?

   List each deficit and indicate.

   ________________________ ☐ Yes ☐ No
   ________________________ ☐ Yes ☐ No
   ________________________ ☐ Yes ☐ No
   ________________________ ☐ Yes ☐ No

4. Does the data from the four methodologies suggest that this is a preschool child with a disability? ☐ Yes ☐ No

5. Team members signatures/titles who agree with the results of the multifactored evaluation.

Name	Title

6. Team members signatures with dissenting opinion (attach opinion).

Name	Title

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LICENSURE REQUIREMENTS HIGHLIGHTS
FORMS DESCRIPTION CHECKLIST

Form Description	Color	Completed by	Purpose	Supt/CAO signature required	Return to ODE	Check as completed
ECEL 1.0* Building Registration	blue	school	To obtain demographic information	yes	yes	—
ECEL 2.1 and ECEL 2.2* Building/site Plan	green	school	To provide a floor plan of space	no	yes	—
			To determine maximum occupancy	no	yes	—
ECEL 3.0* Building Inspection	yellow	supt/CAO or supt/CAO and local building official	To document that the building was inspected for use with preschool children	yes	yes	—
ECEL 4.0 Program Operation	fuchsia	supt/CAO	To notify ODE the district, CBMR/DD, non-public is not a fiscal agent for a preschool program	yes	yes	—
ECEL 5.0 Contract Notification	pink	supt/CAO	To notify ODE the district, CBMR/DD, non-public school is the fiscal agent of a program and contracts with another provider	yes	yes	—
ECEL 6.0 Program Exemption-Funds	grey	supt/CAO	To notify ODE the district, CBMR/DD, non-public school does not receive state and/or federal funds to operate a SACC program	yes	yes	—
Fire Inspection*	buff	local fire official	To document current fire inspection	no	yes	—
School Environment Inspection Form*	buff	local health official	To document current health inspection	no	yes	—
School Food License*	not included	local health official	To document current food license	no	yes	—

*** REQUIRED FOR LICENSURE APPLICATION**
Submit an original and one copy for all forms completed

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
BUILDING INSPECTION FORM

Section I

Application is for: (check one)

1. ____ an existing preschool program in an existing school facility (complete Part I)
2. ____ a new school-age child care program in an existing school facility (complete Part I)
3. ____ an existing school-age child care program in an existing school facility (complete Part I)
4. ____ a new preschool program in a school facility (complete Part I and II)
5. ____ a new preschool program in a non-school facility (complete Part I and II)
6. ____ an existing preschool program in a non-school facility (complete Part I and II)
7. ____ a change of Use (complete Part I and II)
8. ____ a new school-age child care program in a non-school facility (complete Part I and II)
9. ____ an existing school-age child care program in a non-school facility (complete Part I and II)

Part I To be completed by the applicant	
Name of School District	County
Address	City, Zip
	Date of last fire safety inspection ____________________
Signature of superintendent/chief administrative officer If this application is for an existing preschool or school-age child care program located in an existing school facility, attach a copy of the fire safety inspection dated within the last 12 months. Part II is not required.	

Part II To be completed by the building official

Certificate of Use & Occupancy issued:

_____ Existing Use (OAC 4101:2-1-27D) ______ Temporary (OAC 4101:2-1-27E)

_____ New or altered Construction, Change of Use

Date of Approval: Use Group:

Conditions or Limitations of Approval:
(Indicate any additional conditions or attach a copy of the Certificate of Use and Occupancy that lists them. Use reverse side, if necessary.)

Approved floor	If entire floor is not approved, describe approved location	Age limitations

Inspection(s) Performed: ______ Safe and Sanitary (ORC 3781.06) ______OBBC

Name of Building Department: Telephone number:

Signature of Chief Building Official Date:

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Use this space to indicate any additional conditions or attach a copy of the Certificate of Use and Occupancy that lists them

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OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
BUILDING REGISTRATION

This form is to be used to record and maintain demographic information about each building to be licensed. Has information about this building been recorded previously? ___ Yes (update) ___ No

FOR DIVISION USE ONLY

Coordinator ____________________

SERRC ____________________

Date ____________________

Section I

ODHS license Yes _____ No _____

Expiration date ____________________

Section II

1. Fiscal Agent Name ____________________
2. Fiscal Agent IRN ____________________ 3. County ____________________
4. a. Superintendent/CAO ____________________
   b. Superintendent of the diocese, if different from 4a ____________________
5. Building name in which program is located ____________________
6. IRN ____________________
7. Building contact person ____________________
8. Telephone ( ) ____________________
9. Building address in which program is located: ____________________
   ____________________ Zip ____________________
10. Directions to building location ____________________
    ____
11. Mailing address (if different from above): ____________________
    ____________________ Zip ____________________

Section III

1. Program type: (check one) ______Preschool ______School-age Child Care
2. Preschool program operation hours: From _____to _____ Days of Operation: M T W Th F
3. School-age child care operation hours: a. From ___to ___ Days of Operation: M T W Th F
   b. From ___to ___ Days of Operation: M T W Th F
   Explain schedule in detail for #2 or #3, whichever applies ____________________
4. Ages of children served: Preschool 0 1 2 3 4 5 School-age child care 5-11 11-15
5. Number of classes/groups in each building ____________
6. Months program in operation: Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec

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Section IV

SUPERINTENDENT ASSURANCES

I assure that the preschool program listed on the reverse side will be operated in accordance with the *Rules for Preschool Programs 3301-37 O.A.C.* and, if applicable, *Early Intervention Program 5123:2-1 O.A.C.* section 04 (C) and (H) and *Rules for the Education of Preschool Children with Disabilities 3301-31 O.A.C.* rule 03 (G), (H), (J), and (K) and rule 04 (A)(1), (A)(2), and (B).

Date ______________________ Superintendent/CAO Signature ______________________

Section V

SUPERINTENDENT ASSURANCES

I assure that the school-age child care program listed on the reverse side will be operated in accordance with the *Rules for School Child Care Programs 3301-37 O.A.C.*

Date ______________________ Superintendent/CAO Signature ______________________

Section VI

CHARTERED NONPUBLIC SCHOOLS
LICENSURE EXEMPTION STATEMENT

I choose to obtain licensure for my preschool/school-age child care program through the Ohio Department of Human Services. It is my responsibility to initiate the procedure for application to obtain licensure or renewal of licensure for said programs. I understand failure to meet application or renewal requirements for licensure as established by the Ohio Department of Human Services shall not revert to the Ohio Department of Education.

Date ______________________ Chief Administrative Officer Signature ______________________

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ECEL 2.1 (1-92)
A-Preschool

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
BUILDING/SITE PLAN

PRESCHOOL

Section I

1. Fiscal Agent Name ______________________________ IRN ________________
2. Building Name ________________________________ IRN ________________

Section II

Attach a *floor plan* that reflects all indoor and outdoor areas used by preschool programs when the programs are in operation. Label the building/site plan with fiscal agent name and building name. The floor plan must identify all of the following information:

1. Label all classroom INDOOR SPACE.
2. Label all PLAY SPACE (may include a combination of indoor and outdoor space).
3. Label dimensions in feet and inches.
4. Label the floor/story of building where the classroom is located.

Section III

Calculate the maximum number of preschool children who may occupy the INDOOR SPACE at one time.

A. Calculate the total square feet available in the building for classroom INDOOR space according to the specifications in the floor plan as listed in Section II-1 above.

   1. Add the lengths of all rooms (INDOOR space) ____________________
   2. Add the widths of all rooms (INDOOR space) ____________________
   3. Multiply total width by total length = square feet ____________________
   4. Divide by 35 square feet ____________________

The number in Line 4 reflects the maximum number of preschool children the classroom indoor space identified in the building plan can accommodate at one time.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

ECEL 2.1 (1-92)
A-Preschool

Section IV

Calculate the maximum number of preschool children who may occupy play space (indoor/outdoor) at one time.

A. Calculate the total square feet available for play space according to the specifications in the floor plan as listed in Section II above.

1. Multiply Width by Length = Square Feet ______________________

2. Divide by 60 square feet ______________________

The number in Line 2 reflects the maximum number of children the play space (indoor/outdoor) identified in the building plan can accommodate at one time.

• FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

ECEL 2.2 (1-92)
B-SACC

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
BUILDING/SITE PLAN

SCHOOL-AGE CHILD CARE

Section I

1. Fiscal Agent Name ______________________ IRN ______________
2. Building Name ______________________ IRN ______________

Section II

Attach a *floor plan* that reflects all indoor and outdoor areas used by SACC programs when the programs are in operation. Label the building/site plan with fiscal agent name and building name. The floor plan must identify all of the following information:

1. Label all INDOOR SPACE as PRIMARY, SECONDARY, AND/OR TERTIARY SPACE.

   *If the primary space allows 35 square feet per child when the maximum number of children are in attendance, there is no need to identify secondary space on the floor plan. Use **P** to identify the primary space on the floor plan.

   *When space other than primary space is needed to meet the 35 square feet per child requirement with the maximum number of children permitted in attendance, identify both secondary and tertiary space on the floor plan. Use **S** to identify the secondary space and **T** to identify the tertiary space on the floor plan.
2. Label all OUTDOOR SPACE
3. Label **P**, **S**, and **T** space dimensions in feet and inches.
4. Label the floor/story of building where the INDOOR space is located.

Section III

Calculate the maximum number of school age children who may occupy the INDOOR SPACE at one time.

A. Calculate the total square feet available in the building for PRIMARY indoor space according to the specifications in the floor plan as listed in Section II-1 above.

   1. Add the lengths of all rooms (PRIMARY space) ______________
   2. Add the widths of all rooms (PRIMARY space) ______________
   3. Multiply total width by total length = square feet ______________
   4. Divide by 35 square feet ______________

The number in Line 4 reflects the maximum number of school age children the indoor space identified in the building plan can accommodate at one time.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

B. If secondary space is identified, calculate the total square feet available for SECONDARY indoor space according to the specifications in the floor plan as listed in Section II-1 above.

1. Add the lengths of all rooms (SECONDARY space) ______________________
2. Add the widths of all rooms (SECONDARY space) ______________________
3. Multiply total width by total length = square feet ______________________
4. Divide by 35 square feet ______________________

*Note - Secondary space may only account for one fourth of the total square footage for the program. To test this, add primary and secondary space total square footage. This is the denominator. Use the total square footage calculated for secondary space III-B-4 as the numerator. Divide the numerator by the denominator. The result must be 25% or less. If the result is greater than 25%, additional primary space must be identified on the floor plan.

Section IV

Calculate the maximum number of school age children who may occupy OUTDOOR space at one time.

A. Calculate the total square feet available for OUTDOOR space according to the specifications in the floor plan as listed in Section II-2 above.

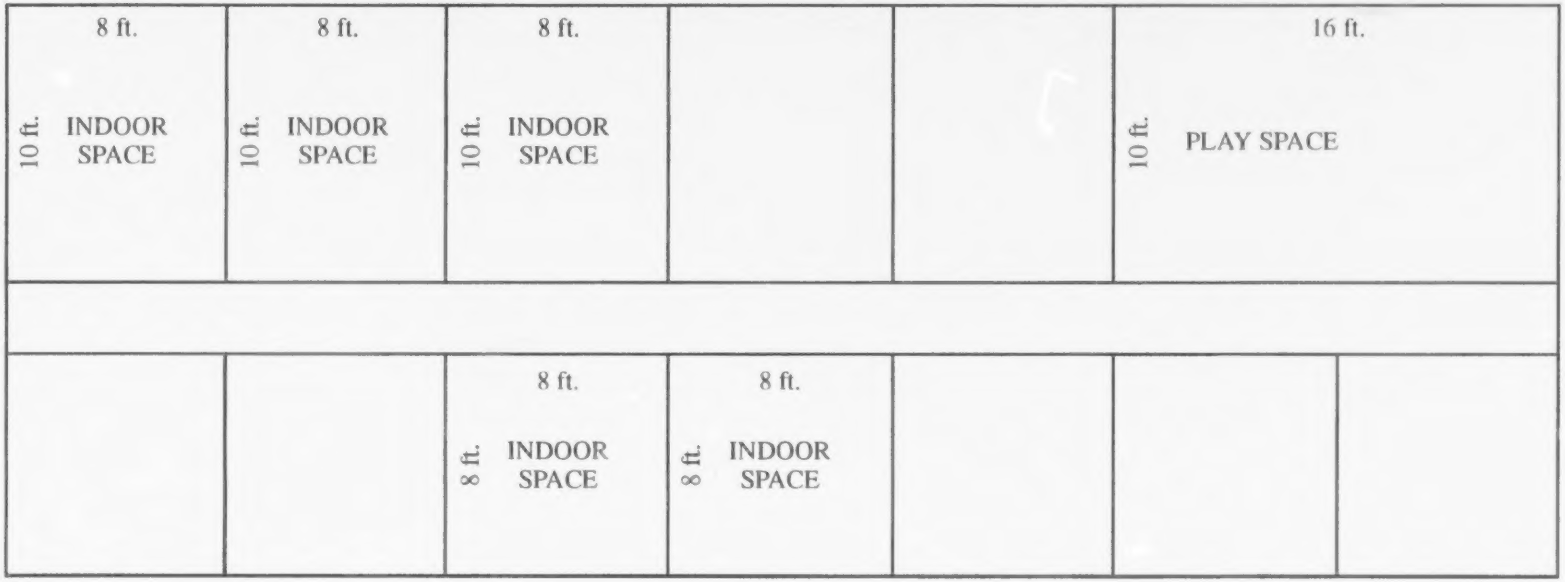
1. Multiply Width by Length = Square Feet ______________________
2. Divide by 60 square feet ______________________

The number in Line 2 reflects the maximum number of children the outdoor space identified in the building plan can accommodate at one time.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

PRESCHOOL
SAMPLE FLOOR PLAN

Label classroom indoor space as INDOOR SPACE.
Label indoor play space as PLAY SPACE. Indicate outdoor play space with dimensions.


8 ft.
10 ft.
INDOOR SPACE
8 ft.
10 ft.
INDOOR SPACE
8 ft.
10 ft.
INDOOR SPACE
16 ft.
10 ft.
PLAY SPACE
8 ft.
8 ft.
INDOOR SPACE
8 ft.
8 ft.
INDOOR SPACE

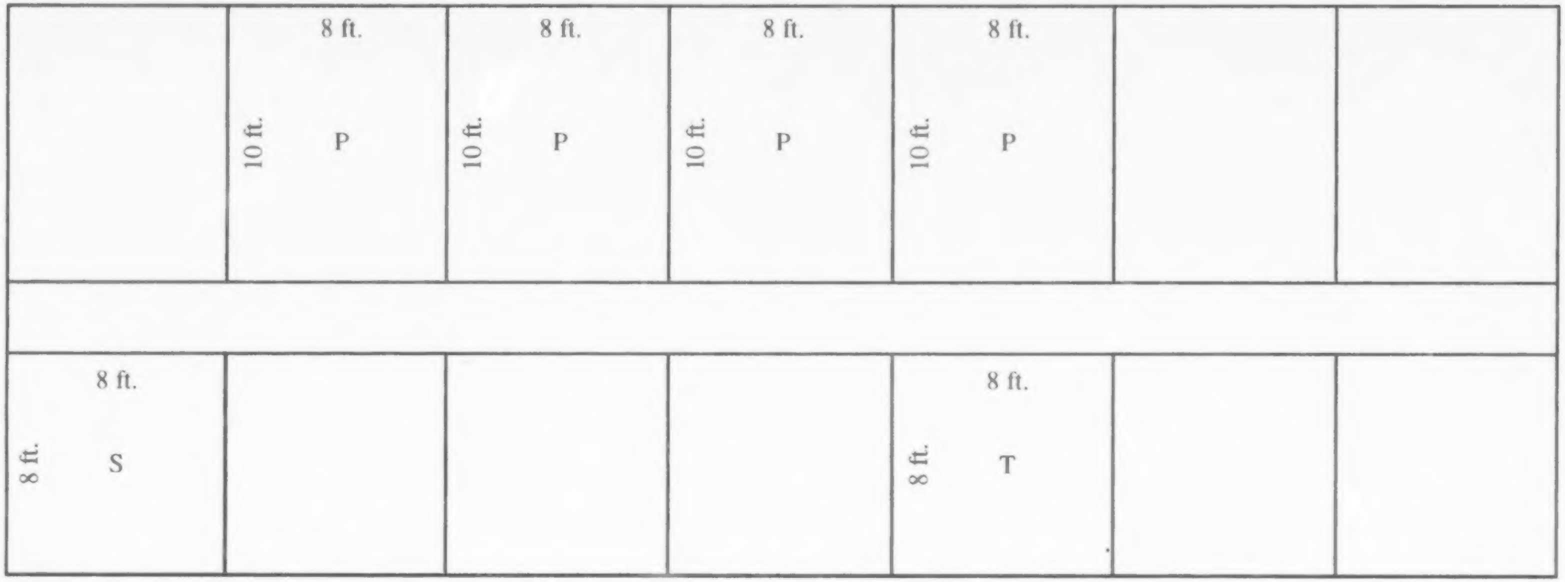
Indicate length and width for each room used for the preschool program.

---

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

SCHOOL-AGE CHILD CARE
SAMPLE FLOOR PLAN

Label indoor space as follows:
P - Primary Space S - Secondary Space T - Tertiary space


8 ft.
10 ft.
P
8 ft.
10 ft.
P
8 ft.
10 ft.
P
8 ft.
10 ft.
P
8 ft.
8 ft.
S
8 ft.
8 ft.
T

Indicate length and width for each area or space used for the school-age child care program.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

SAMPLE DISCUSSION QUESTIONS ABOUT PRESCHOOL RECORD KEEPING

1. Under what circumstances are multiple copies of children's records appropriate?
2. Who should have access to children's records?
3. Who should have access to personnel files?
4. Should a preschool teacher's observation notes (anecdotal records, children's work samples, daily diaries, etc.) on the developmental progress of individual children be kept?

LEVEL: GENERAL

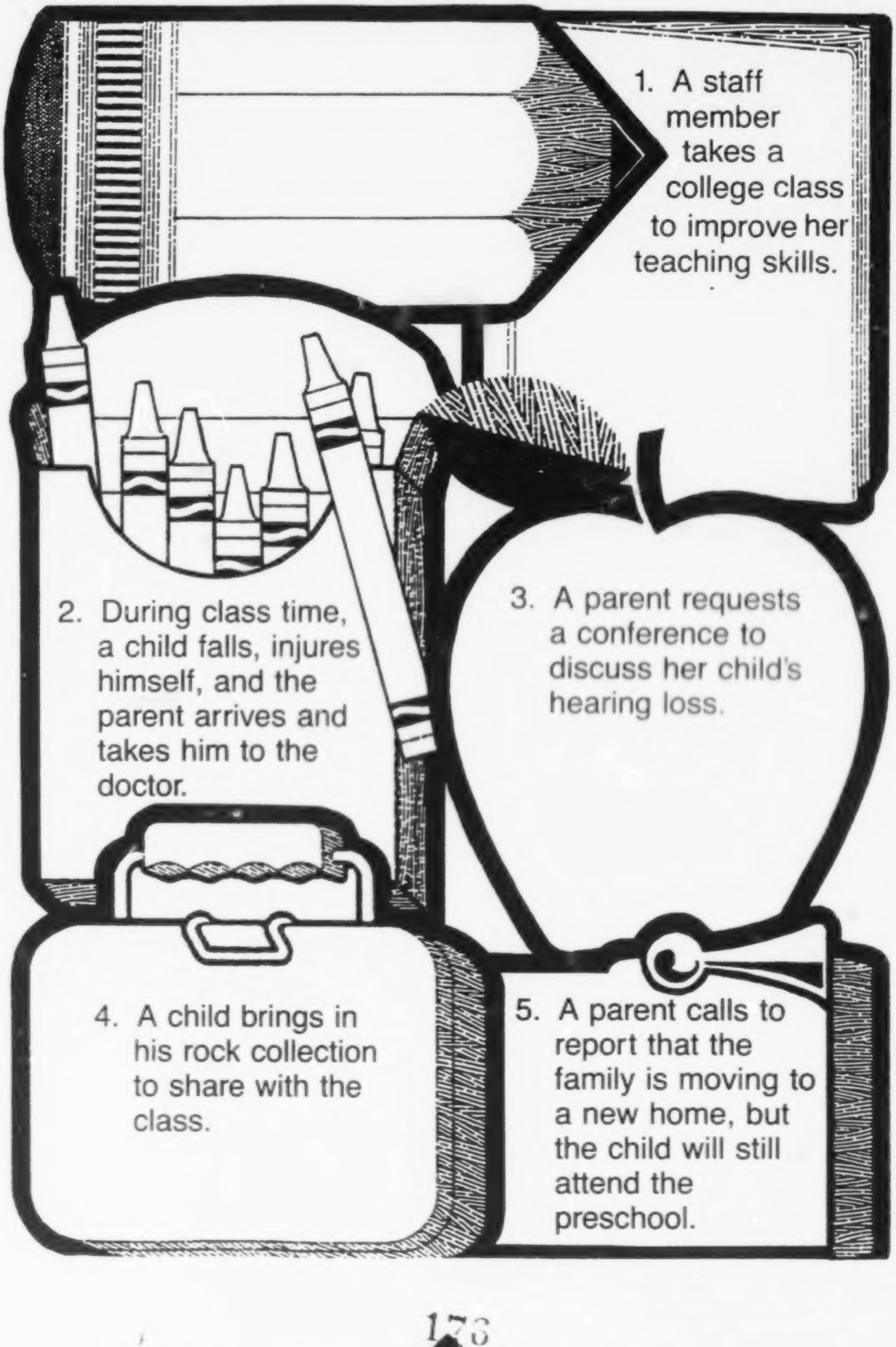
GOAL: **#5** Identify necessary data collection/record keeping information.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will prioritize three necessary data collection/record keeping procedures relevant to a particular program.

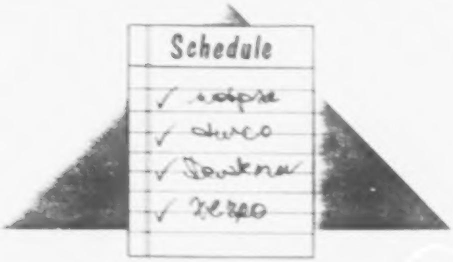
ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Given a list of possible preschool classroom occurrences, the participants will choose those incidents that must be recorded. After reviewing the previously discussed data collection/record keeping procedures, the participants will prioritize at least three. Compare and contrast the responses.	1. Transparency (G-T16) *To Record or Not to Record ... That is the Question*	1. Leader needs to be sensitive to the subjective nature of the activity and aware that no single procedure is always correct. Encourage the participants to justify their responses.

TO RECORD OR NOT TO RECORD THAT IS THE QUESTION



1. A staff member takes a college class to improve her teaching skills.
2. During class time, a child falls, injures himself, and the parent arrives and takes him to the doctor.
3. A parent requests a conference to discuss her child's hearing loss.
4. A child brings in his rock collection to share with the class.
5. A parent calls to report that the family is moving to a new home, but the child will still attend the preschool.

Planning



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GOAL 6

LEVEL: GENERAL

GOAL: **#6** Recognize the importance of a systematic program evaluation for providing quality preschool services.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify the rationale for a systematic program evaluation.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss the following questions: - What are some ways we determine what works and what does not work in preschool programming? - In what areas of program service delivery is it necessary to know what is working and what isn't? Read and discuss the Transparency *Why Conduct a Program Evaluation*	1. Transparency (G-T17) *Why Conduct a Program Evaluation* Leader sheet: *Why Conduct a Program Evaluation*	1. Answers may include: To determine the number of staff needed, the staff expertise needed, staff time, funding issues, and whether program goals are being met. Leader may want to use the "leader sheet" as a Handout or to facilitate the discussion. Leader needs to assure that participants are aware of requirements for program evaluation in *Rules for the Education of Preschool Children with Disabilities* (3301-31-03) and *Rules for Preschool Programs* (3301-37-08).

G-T17

WHY CONDUCT A PROGRAM EVALUATION?

A program evaluation determines the worth of an early childhood program

A program evaluation:

- Is a management tool for improving programming.
- Provides information regarding programmatic issues.
- Serves as an accountability report.
- Provides information which is useful in a public relations effort.

(Case Research Committee, 1985)

WHY CONDUCT A PROGRAM EVALUATION?
(Leader Sheet)

A PROGRAM EVALUATION DETERMINES THE WORTH OF AN EARLY CHILDHOOD PROGRAM

A PROGRAM EVALUATION:

- Is a management tool for improving programming.
  Example: It may be used to identify specific program components that need attention.

- Provides information regarding programmatic issues.
  Example: It may be used to compare outcomes across learning environments that employ different approaches.

- Serves as an accountability report.
  Example: It may be used as a report to the board of education in response to a request for information about the program's effectiveness.

- Provides information which is useful in a public relations effort.
  Example: It may be used as a report to disseminate the findings through a media which would generate support for the program or to request additional funding.

(Case Research Committee, 1985)

LEVEL: GENERAL

GOAL: **#6** Recognize the importance of a systematic program evaluation for providing quality preschool services.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will identify strategies used in program evaluation.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Identify methods for satisfying the indicators listed in the *Program Evaluation* checklist. 2. Large group activity Share ideas discussed in the small group activity.	1. Handout (G-H10) *Program Evaluation*	1. Participants should be encouraged to use *Program Evaluation* checklist to assess programs. 2. Ask participants to consider how sensitivity to issues of diversity (e.g., ability, cultural, racial, religious, gender, etc.) can be addressed in a program evaluation.

PROGRAM EVALUATION

RATIONALE:

As with any program, it is critical for administration, staff, and parents to develop and implement procedures for program evaluation. Although a program can opt to study many program variables, measures of short-term student gains, placement after preschool and stability of that placement over time are critical to determination of program effectiveness.

PROGRAM EVALUATION	Yes	No	NI*	Comments
1. Administration and staff conduct an annual assessment to identify strengths and weaknesses of the program.				
2. Joint planning for specific program goals is conducted annually.				
3. The staff are directly involved in all decisions affecting this section of the program.				
4. Parents have input in the evaluation of the program.				
5. Short-term gains of children are measured to determine the effectiveness of the program.				
6. After leaving the program, children are systematically followed to determine how they are progressing and what percentage of the children are served by regular education, regular education with support, or special education.				
7. Longitudinal study is conducted to determine the percentage of students who graduate.				
8. Longitudinal study is conducted to determine the percentage of students who become self-sufficient adults.				
9. Results of evaluation are used to improve program.				

*Needs Improvement

(Zook, Lynn & Fakkema, 1990)

LEVEL: GENERAL

GOAL: **#6** Recognize the importance of a systematic program evaluation for providing quality preschool services.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will explain the value of conducting a program evaluation.

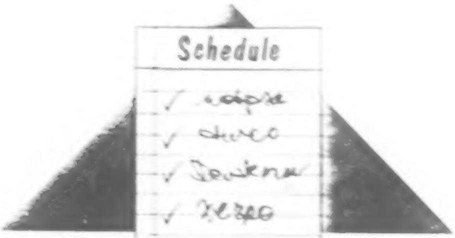
ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Develop a plan to promote or advocate for the process of program evaluation.	1. Worksheet (G-W3) *Consumer Plan*	1. The consumer plan could include visiting a program, inquiring about program evaluation methods and results, and inquiring how the outcomes of program evaluation impact on programming.

CONSUMER PLAN

P[illegible]CT

Modules for Competency-Based
Personnel Preparation in
Early Childhood Education

Planning



Staff

GOALS

1. Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality-appropriate program.
2. Define developmentally and exceptionality-appropriate curriculum and recognize the implications for best practice.
3. Define environment as it applies to a developmentally and exceptionality-appropriate preschool program.
4. Understand the value of interpersonal interactions in the optimum development of young children.
5. Identify necessary data collection/record keeping information.
6. Recognize the importance of a systematic program evaluation for providing quality preschool services.

PLANNING

Planning is deciding in advance what to do, how to do it, when to do it, and who will do it.

Planning bridges the gap between where you are now and where you want to go.

Planning makes it possible for things to occur that would not otherwise happen.

Without a plan, you are leaving the future events to chance.

GOAL 1

Planning

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LEVEL: STAFF

GOAL: **#1** Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality-appropriate program.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify the necessary elements of a preschool philosophy.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Brainstorm components of a philosophy.	1. Worksheet (S-W1) *Brainstorm: Components of a Philosophy*	1. Worksheet: Can be used as Transparency for group presentation. The leader should ask the participants to consider how issues of diversity (e.g., ability, cultural, racial, religious, gender, etc.) affect the components of philosophy.
2. Large group activity Compare and contrast brainstorming activity results with published recommendations.	2. Handout (S-H1) *Program Philosophy Indicators* Transparency (S-T1) *Philosophy: Framework of a Program* (Oliva, 1989)	2. Checklist and Transparency can be used as a Handout. Leader needs to assure that participants are aware of requirements for philosophy in *Rules for Preschool Programs* (3301-37-02).

S-W1

BRAINSTORM

Components of a Philosophy

S-H1

PROGRAM PHILOSOPHY INDICATORS

____ The program has a written statement of philosophy regarding services for young children with special needs.

____ There is a written statement about the goals and objectives the program is seeking to achieve.

____ There is a written description of all services offered by this program.

____ There is a written statement about the qualifications and competencies for personnel in the program.

____ There is a written statement about the role and involvement of family in the program and the educational process.

____ There is a written statement about the value of early intervention.

____ There is a written statement about the approach to the curriculum and services which talks about their conceptual relationships.

____ There is a written statement about the educational team and how that team works together for children and families.

____ There is a written statement about the relationship of the program to other services both within the education system and in the community at large.
Inservice training takes place to explore and refine the program philosophy.

____ The program philosophy is disseminated to parents and families.

____ The program philosophy is communicated to other programs and services in the community.

____ The focus of program philosophy is evident in the classroom activities and the design of individualized education planning for children.

____ The program philosophy is reflected in the program evaluation.

(Lynch, Brekken, Drouin, & Wolfe 1986)

PHILOSOPHY: FRAMEWORK OF A PROGRAM

A program philosophy addresses educational, exceptionality, and developmental issues, and includes provisions for measurement of program effectiveness.

- Purposes of education (social interactions, independence, self esteem, developmental readiness skills, etc.)
- Nature of learning (materials and activities support learning through play; parent involvement, team service delivery model, integrated learning environment, etc.)
- Nature of the learner (individual differences, emphasis on the whole child, etc.)

The program philosophy reflects sound practice, research, and theoretical issues.

- NAEYC Guidelines
- Perry Preschool Project
- Erikson, Piaget

(Adapted from Lynch, Brekken, Drouin, and Wolfe, 1984; Oliva, 1989)

LEVEL: STAFF

GOAL: **#1** Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality-appropriate program.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will analyze an example of a program philosophy.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review findings of Ohio Service Delivery Project.	1. Handout (S-H2) *Program Selections*	1. Review results of Ohio Service Delivery Project on model program components a theoretical foundation to describing components of a programmed philosophy.
2. Small group activity List strengths and weaknesses of the sample philosophy. Generate ways to improve sample philosophy.	2. Worksheet (S-W2) *Sample Program Philosophy*	
3. Large group activity Discuss the strengths and weaknesses of the sample philosophy.		3. The leader should be sensitive to the subjective nature of a philosophy. The leader should prompt a discussion on the philosophy's sensitivity to *diversity* if it does not arise naturally.

S-H2

OHIO SERVICE DELIVERY PROJECT EXEMPLARY PROGRAM SELECTIONS

OHIO PROGRAM SELECTIONS

1. Akron Public Schools
65 Steiner Avenue
Akron, OH 44301
Kim Carlson, Supv. Teacher
(216) 434-1661

2. Hopewell Special Education Resource Center
5799 W. New Market Road
Hillsboro, OH 45133
Lisa Barnhouse, Early Childhood Coord.
(513) 393-1904

3. Toledo Public Schools
1624 Tracy Street
Toledo, OH 43605
Elaine Chapman, Supervisor
(419) 666-5180

4. Arlitt Child Development Center
2535 Dennis Street
Cincinnati, OH 45221
Linda Jenner, Assoc. Director
(513) 556-3802

5. Miami Valley Child Development Centers, Inc.
1034 Superior Avenue
Dayton, OH 45407
(513) 278-8293

NATIONAL PROGRAM SELECTIONS

1. The Creative Preschool
2746 West Tharpe Street
Tallahassee, FL 32304
Pamela Phelps, Program Director
(904) 386-1450

2. Merricats Castle Preschool
316 East 88th Street
New York, NY 10128
Gretchen Buchenholz, Director
(212) 831-1322

3. Early Childhood Programs at Vermont College of Norwich University
College Street
Montpelier, VT 05602
Lee Lauber, Early Childhood & Elementary Services Coordinator
(802) 223-8765

4. The Northwest Child Development Center
2919 First Avenue West
Seattle, WA 98119
Linda Gil, Program Director
(206) 281-9222

5. The Westside Community Center Special Services
11444 Hascall Street
Omaha, NE 68144
Sandra Peterson, Dept. Head
(402) 390-8207

6. Bank Street Family Center
610 West 112th Street
New York, NY 10025
Karen Chaglasian, Special Ed. Coord.
(212) 222-6700 Ext. 516

7. Clayton Municipal School Integrated Program
Alvis Elementary
4th & Aspen
Clayton, NM 88415
Toni Dabovich, Principal
(505) 374-9313

8. Oregon System of Higher Education
The Teaching Research Child Development Center
345 N. Monmouth Avenue
Monmouth, OR 97361
Torry Piazza Templeman, Assoc. Research Professor
(503) 838-8000 Ext. 391

Source: EC-SPEED Project, North Central Ohio SERRC.

S-H2

THE OHIO SEARCH
Locating and Selecting

Locating Programs

- Identified Criteria by Which to Judge Programs
- Sent Survey to 1200 Preschool Providers
  - 996 Programs Responded
  - 269 Had Preschool and Served Handicapped
- Invited 150 Programs to Submit Written Description of Their Programs
  - 80 Programs Responded

Results

- 80 Programs Screened Down to 20 Programs
- Project Staff Separately Selected Top 10 Programs
- Individual Lists Were Compared and five Programs Were Visited and Video Taped

Source: EC-SPEED Project, North Central Ohio SERRC.

NATIONAL PROGRAM SEARCH

Locating Programs

Review of Literature — The Ohio State University Library System

- Educational Resources Information Center (ERIC)
- Exceptional Children Education Resources (ECERS)
- Psychological Abstracts (PA)
- Dissertation Abstracts International (DAI)

Regional Resource Center — NCO/SERRC

- NCO/SERRC Staff
- Special Net
- SERRC Library Video Collection

Referrals

- State Consultants
- National Organizations
- Major Universities/Medical Centers
- Program Directories
- Research Institutes
- Public School Districts
- National Experts

RESULTS: 400+ Programs Were Referred as Exemplary Models

Source: EC-SPEED Project, North Central Ohio SERRC.

S-H2

EARLY CHILDHOOD SPECIAL EDUCATION SERVICE DELIVERY PROJECT FINDINGS

- Exemplary Programs Represent a Variety of Sources:
  - PUBLIC AGENCIES (Head Start)
  - University Lab Schools
  - Day Care Providers
  - Private Providers
  - Public Schools
  - Urban, Suburban, Rural Models
- Exemplary Programs Define Mainstreaming to Mean Regular Class Placement for *all* Children
- Exemplary Programs are "Driven" by a Common Vision: Beauty Within Diversity
- Exemplary Programs Consistently Reflect a Developmental Philosophy

Source: EC-SPEED Project, North Central Ohio SERRC.

NATIONAL PROGRAM SEARCH

SELECTING PROGRAMS — THE SCREENING PROCESS

1. **Initial Screening (During Referral Process)**

   Carefully Worded Program Description

   400 Letters Inviting Program to Respond

   150 Programs Responded by Sending Written Program Descriptions

2. **Comprehensive Screening of Written Program Descriptions**

   EC-SPEED Checklist Used as Programs Arrive

   Looking for Missing/Unclear Information Programs Contacted to Supply More Information

   EC-SPEED Checklist Used a Second Time

   Looking for the Match Between the EC-SPEED Criteria and the Program Information

   150 Programs Screened Down to 20 Programs

3. **Individual Screening**

   EC-SPEED Checklist

   Project Staff Separately Selects/Lists Top eight Programs

   Individual Lists Were Selected/Visited/Evaluated

   Gathering Additional Information for Final Selection

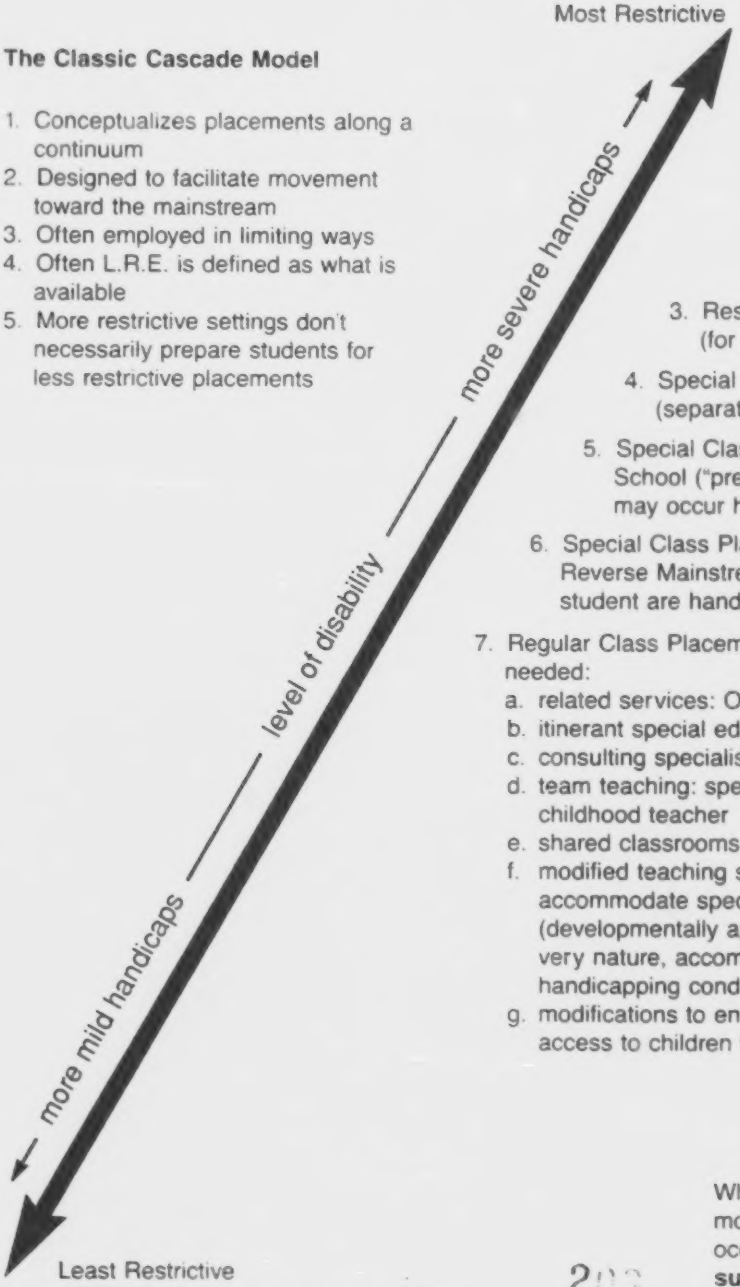
Source: EC-SPEED Project, North Central Ohio SERRC.

202

EXEMPLARY PROGRAMS DEFINE MAINSTREAMING TO MEAN REGULAR CLASS PLACEMENT FOR ALL CHILDREN

The Classic Cascade Model

1. Conceptualizes placements along a continuum
2. Designed to facilitate movement toward the mainstream
3. Often employed in limiting ways
4. Often L.R.E. is defined as what is available
5. More restrictive settings don't necessarily prepare students for less restrictive placements



1. Institutional or Hospital Placement
2. Homebound/ Homebased Instruction (may be the L.R.E. for infants and toddlers)
3. Residential School (for handicapped only)
4. Special Day School (separate facilities)
5. Special Class Located in Regular School ("pretend" mainstreaming may occur here)
6. Special Class Placement With Reverse Mainstreaming (majority of student are handicapped)
7. Regular Class Placement With Support Services as needed:
   - a. related services: O.T., P.T., Speech, etc.
   - b. itinerant special education teacher
   - c. consulting specialist
   - d. team teaching: special education teacher with early childhood teacher
   - e. shared classrooms
   - f. modified teaching strategies designed to accommodate specific handicapping conditions (developmentally appropriate) practices by, their very nature, accommodate a wide range of handicapping conditions)
   - g. modifications to environment designed to provide access to children with handicapping conditions

When such supportive services and modifications are provided what occurs is what we term "**the most supportive environment**"

Source: EC-SPEED Project, North Central Ohio SERRC.

S-H2

EXEMPLARY PROGRAMS

CELEBRATORY ATTITUDE TOWARD HUMAN DIVERSITY

Exemplary Programs Reflect A Visionary Attitude Which Celebrates The Beauty of Human Diversity ... Color, Culture, Religion, Gender, Age, and Ability.

AN ATTITUDE CONTINUUM

1. Rejection of Diversity	2. Acceptance/ Tolerance of Diversity	3. Celebration/ Appreciation of the Beauty Within Diversity	4. Romanticize Diversity
Elitist Attitude (Racism, Sexism, Negative Stereotypes)	Tourist Approach (Exotic Stereotypes)	Inclusionary Attitude (Everything is Beautiful in its Own Way)	Inaccurate Portrayals (Positive But Inaccurate Stereotypes)

> **"The basis for community is the recognition of a reality ... the fact, that all, whether clever or dull, fit or infirm, beautiful or plain, are members one of another"**
>
> Robert Ellsberg

Whether they're handicapped or healthy, homeless or affluent, safe or at-risk, children need each other to grow. Children need to be together, in a safe, warm, and caring environment — to play together, learn together. The rooted and the disposed, the graceful runner and the child who'll never walk, the sure-of-himself, easy smiler, and the child who's afraid to risk loving again all become part each of the other.

Source: EC-SPEED Project, North Central Ohio SERRC.

S-H2

KEY PRINCIPLES WHICH DRIVE EXEMPLARY EARLY CHILDHOOD PROGRAMS

A. Developmentally Appropriate Practice

Every child is unique with an individual pattern of growth and development. The program curriculum, materials, and adults are responsive to the individual abilities and interests of children. Differing levels of ability and development are expected, accepted, and used to design appropriate learning activities.

B. Exceptionality Appropriate Practice

A developmental sequence is used with *all* children that begins instruction at the point of the child's level of proficiency and proceeds sequentially, motivated by the child's interests and strengths. An effort is made to integrate the physical, cognitive, social, emotional, language, self-help, and aesthetic areas of development in instructional activities.

C. Visionary Attitude Which Celebrates the Beauty of Human Diversity (Color, Culture, Religion, Gender, Age, and Ability)

"The basis for community is the recognition of a reality ... the fact that *all* whether clever or dull, fit or infirm, beautiful or plain are members one of another."

Robert Ellsberg

Source: EC-SPEED Project, North Central Ohio SERRC.

S-H2

EXEMPLARY PROGRAMS CONSISTENTLY REFLECT A DEVELOPMENTAL PHILOSOPHY

DEVELOPMENTAL EDUCATIONAL MODEL	**ACADEMIC EDUCATIONAL MODEL**
Characteristics:	**Characteristics:**
child-centered	teacher-directed
self-selected activities	diagnostic/prescriptive activities
experiential/active learner	passive learner
conceptual learning	rote learning
learning easily generalized	learning not easily generalized
natural setting/play-based	paper/pencil/desk
child "constructs" own knowledge	teacher transmits knowledge
intrinsic motivation	extrinsic motivation
social interaction	individual time-on-task
cooperation stressed	competition stressed
teacher-facilitator	teacher-director
VALUES DIVERSITY	**VALUES CONFORMITY**
▼	▼
Integration	**Segregation**
Curricular Implications:	Curricular Implications:
• modify the program (adaptations, support services)	• modify the child (children with handicapping conditions, culturally different, learning disabled)
• DAP + EAP	• more direct instruction to correct the deficit
• curriculum must fit the child	• child must fit the curriculum

Source: EC-SPEED Project, North Central Ohio SERRC.

S-H2

EARLY CHILDHOOD SPECIAL EDUCATION (EC-SPEED) PROGRAM EVALUATION OUTLINE

LEGAL SECTION

1. Free Appropriate Public Education
2. Least Restrictive Environment
3. Evaluation and Placement
4. Individualized Education Plan
5. Due Process
6. Child Find

PROGRAM PHILOSOPHY SECTION

7. Stated Program Philosophy
8. Integrated Program Philosophy (Educational, Exceptionality, and Developmental Issues)
9. Basis for Program Philosophy (Sound Practice, Research, Theoretical Issues)
10. Goals and Objectives Reflect Program Philosophy
11. Ability to Articulate Program Philosophy
12. Daily Interactions Between Adults and Children Reflect the Stated Philosophy of the Program
13. The Educational Environment Reflects the Stated Philosophy of the Program
14. The Activities Children are Involved in Reflect the Stated Program Philosophy
15. The Materials Used by Children Reflect the Stated Program Philosophy

PROGRAM COMPONENTS SECTION

16. Curriculum and Instructional Methodology

Developmental Domains

17. Physical Development
18. Cognitive Development
19. Social Development
20. Emotional Development
21. Self-Help Development
22. Language Development
23. Aesthetic Development

Related Program Components

24. Individualization
25. Program Environment
26. Integration
27. Transitions
28. Child Evaluation
29. Program Evaluation
30. Staff Composition, Organization, and Roles
31. Staff Training and Preparation
32. Resources and Facilities
33. Parent Involvement and Education
34. Related Services

Service Delivery Options

35. Service Delivery Options

Source: EC-SPEED Project, North Central Ohio SERRC.

LEGAL COMPONENTS

1. Free appropriate public education
2. Least restrictive environment
3. Evaluation and placement
4. Individualized education plan
5. Due process
6. Child find

Source: EC-SPEED Project, North Central Ohio SERRC.

PHILOSOPHICAL COMPONENTS

Exemplary Early Childhood Programs Articulate Their Program Philosophy

A. The Program Philosophy is Evident in Written Statements

B. The Program Philosophy is Evident in Verbal Statements

C. The Program Philosophy is Evident in Program Practice

- All Three Components are Evident
- All Three Components are Philosophically Consistent
- Together, the Three Components Reflect a Visionary Attitude Which "Drives" the Program

Source: EC-SPEED Project, North Central Ohio SERRC.

S-H2

DEVELOPMENTAL DOMAIN COMPONENTS OF EARLY CHILDHOOD PROGRAMS

I. PHYSICAL DEVELOPMENT

A. Daily, Scheduled and Supervised (Indoor/Outdoor) Gross Motor Activities

B. Daily Fine Motor Activities That Relate to Children's Natural Play

C. Gross-to-Fine Motor Sequence Followed

D. Indoor Area for Gross Motor is Safe, has Sufficient Space, and Variety Supplemental Play Materials/Adaptive Equipment

E. Outdoor Area for Gross Motor is Safe, has Sufficient Space, and Variety Supplemental Play Materials/Adaptive Equipment

F. Fine Motor Play Materials Meet Needs of Participating Students

II. COGNITIVE DEVELOPMENT

A. Children Select Activities Within a Teacher Planned Environment

B. Materials and Activities Promote Higher Forms of Thinking

C. Activities Relate to the "Real World" of the Child

D. Thinking Process Emphasized, Not Complete Product

E. Conceptual, Not Rote, Learning is Stressed

III. SOCIAL DEVELOPMENT

Adult-child Interaction Promotes Social Development of Children

Child-child Interaction Promotes Social Development of Children

Cooperation, Not Competition is Stressed

IV. EMOTIONAL DEVELOPMENT

A. Each Child Given Accurate, Positive Feedback

B. Adults Demonstrate They Value Each Child

C. Activities and Materials Selected for Individual Success

D. Activities, Materials, and Environment Allow Acceptable Emotional Release

Source: EC-SPEED Project, North Central Ohio SERRC.

V. LANGUAGE DEVELOPMENT

A. Children Motivated to Communicate With Peers, Adults in a Variety of Ways

B. Children Involved in all Aspects of Language Arts (Reading, Writing, Listening, Speaking) Daily

C. Adults Demonstrate That Written Word is Symbolic Form of Spoken Word

D. Children Express Creative Ideas Using a Variety of Language Experiences

VI. SELF-HELP DEVELOPMENT

A. Activities, Materials and Environment Help Develop Independence/Self-responsibility

B. Adults Promote and Reinforce Independence/Self-responsibility

VII. AESTHETIC DEVELOPMENT

A. Children Have Many, Varied Experiences for Aesthetic Development
- First Hand Experiences
- Field Trips
- Visiting Experts
- Provision of Support/Adaptive Equipment

Source: EC-SPEED Project, North Central Ohio SERRC.

NONCURRICULAR COMPONENTS

1. Integration
2. Individualization
3. Child evaluation
4. Program evaluation
5. Staff composition
6. Staff training and preparation
7. Program environment
   - Physical
   - Emotional
   - Health and Safety
8. Resources (community)
9. Parent involvement and education
10. Related services

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Source: EC-SPEED Project, North Central Ohio SERRC.

EXEMPLARY PROGRAMS PROVIDE FOR INTEGRATION

1. Integration of children with handicaps and typically developing children
2. Integration of agencies serving preschool age children
3. Integration of parents and families into the child's educational program
4. Integration of special education teachers with early childhood teachers into the same learning environment, including the integration of related services into the classroom
5. Integration of developmentally appropriate practices with exceptionality appropriate practices

Source: EC-SPEED Project, North Central Ohio SERRC.

S-H2

OVERVIEW OF EXEMPLARY COMPONENTS FROM OHIO'S PROGRAMS

1. **Miami Valley (Dayton) Child Development Center — Head Start**
    - Integrated Administrative Team (Grant Writers)
    - Intergenerational Collaboration (Cook)
    - Self-help/Independence Development
    - Parent Involvement
2. **Hopewell Region (Wilmington) — Special Education Regional Resource Center + Private Preschool**
    - Use of Technology (Kelly's Touch Talker)
    - Supplemental Service Teacher (Rural SST)
    - Appreciation of Diverse Gender Roles
3. **Akron Public Schools — Public Schools + Head Start**
    - Integrates Highly Involved Children (Autumn)
    - Integration of Related Services (Speech)
    - Visionary Superintendent
4. **Toledo Public Schools — Head Start + Public Schools**
    - Play-based, Developmental Team Assessment
    - Integration of Related Services (O.T. + P.T.)
    - Invention of Adaptive Equipment
    - Parent Education/Involvement
5. **Arlitt Child Development Center (University of Cincinnati) — University Lab School + Head Start**
    - Program-wide Philosophy (Constructivist + Autonomy)
    - University Collaboration (Personnel + Campus Facilities)
    - Parent Involvement
    - Multi-cultural Emphasis
    - Stress Physical Development (Covered Outdoor Playground)

Source: EC-SPEED Project, North Central Ohio SERRC.

OVERVIEW OF EXEMPLARY COMPONENTS FROM NATIONAL PROGRAMS

1. **The Northwest Child Development Center**
   Seattle, Washington
   Private Day Care
   - Integration of Medically Fragile Children
   - Integration of Staff Adults With Handicapping Conditions
2. **Merricats Castle Preschool**
   New York City — Manhattan
   Private Preschool
   - Integration/Celebration of Human Diversity
   - Use of Technology in the Classroom to Support Integration
   - Integration of Staff Adults With Handicapping Conditions
3. **Bank Street Family Center**
   New York City — Manhattan
   Private Day Care
   - Emphasizes a Family, Social/Emotional Atmosphere
   - Full Integration of Severely Involved Children (Gina)
   - Movement Education Specialist
   - Use of Community Resources
4. **Creative Preschool**
   Tallahassee, Florida
   Private Day Care/Public Schools
   - Collaboration With Public Schools
   - Integration of Related Services
   - Unique Outdoor Space
   - Visionary Director
5. **Early Childhood Programs at Vermont College of Norwich University**
   Montpelier, Vermont
   University Lab School
   - Use of Creative Materials
   - Creative Use of Limited Space
   - Emphasis on Group Cooperation
   - Use of Themes
   - Integration of Related Services
   - Appreciation for an Aesthetic Environment

Source: EC-SPEED Project, North Central Ohio SERRC

6. **Clayton Municipal School Integrated Preschool**
   Clayton, New Mexico
   Rural Public School District
   - Visionary Superintendent
   - Rural Model Collaborating With Regional Special Education Center Providing Hierarchical Framework for Delivering Related Services
   - Public School Transition
7. **The Westside Public Schools and Community Center**
   Omaha, Nebraska
   - Public School Owned/Operated Programs
   - Thematic Approach
8. **The Teaching Research Child Development Center**
   Oregon System of Higher Education
   University Training Model
   - Data Collection
   - University Collaboration (students)
   - Integration of Autistic Children

Source: EC-SPEED Project, North Central Ohio SERRC.

SAMPLE PROGRAM PHILOSOPHY

This philosophy is based on the belief that children should be given the following opportunities:

- to play and learn in an environment that encourages them to understand that they belong to a group, as well as allowing for their individual growth and development of positive self-image
- to have their parents involved in their preschool life to the extent possible for each parent
- to explore their preschool environment in all imaginable ways: through play and cooperation with other children and teachers and through the discovery of new ideas, thoughts, and realizations about the world in which they live
- to play and work with their peers and teachers in situations that are appropriate to each individual's needs and abilities
- to learn about their world in a way that allows for each child's differences and similarities to be recognized and valued

Through the integration of children whose special educational needs may require individualized learning plans, staff, families, and children become aware that educational and physical distinctions are not barriers to shared social learning and achievement of diverse goals.

Strengths:	**Weaknesses:**
1.	1.
2.	2.
3.	3.

Improvements:

1.

2.

3.

LEVEL: STAFF

GOAL: **#1** Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality-appropriate program.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will describe the implicatins/benefits of implementing a program philosophy.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Use the *Sample Program Philosophy* (S-W2) and brainstorm in small groups the implications/benefits that a program philosophy has for: - Goals/Objectives - Environment - Interactions - Activities - Materials	1. Worksheets (S-W3, 4, 5, 6, and 7) *Goals/Objectives* *Environment* *Interactions* *Activities* *Materials*	1. The leader may divide participants into five groups and assign a topic for each group.
2. Large group activity Share ideas developed in the small group.		2. Leader guides discussion to reflect exceptionality, developmentally appropriate practice, and human diversity considerations.

GOALS AND OBJECTIVES

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ENVIRONMENT

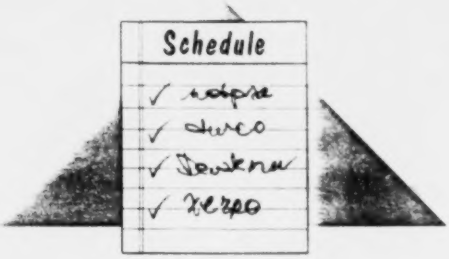
INTERACTIONS

ACTIVITIES

MATERIALS

GOAL 2

Planning



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LEVEL: STAFF

GOAL: **#2** Define developmentally and exceptionality-appropriate curriculum and recognize the implications for best practice.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will state the components of a developmentally and exceptionality-appropriate curriculum.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity View and discuss video. If video is not available, have large group discussion on the components of a developmentally or exceptionality-appropriate curriculum and record responses on a blank Transparency or Flip Chart.	1. VCR/TV and video "Appropriate Curriculum for Young Children: The Role of the Teacher" (NAEYC) Handout (S-H3) *ODE, Division of Early Childhood Education Rules Monograph No. 10* **Supplemental Resources** Rules Implementation Monograph Series: *Selected References in Early Childhood Special Education* (S-H3)	1. Leader needs to assure that participants are aware of requirements for curriculum in *Rules for Preschool Programs* (3301-37-02) and in *Rules for the Education of Preschool Children with Disabilities* (3301-31-03). Be sure to address the issue of human diversity (e.g., ability, cultural, racial, religious, gender, etc.) as it relates to appropriate curriculum. Leader may wish to display sample curriculum that can be reviewed by participants over breaks. Share Handout as a reference for participants.

S-H3

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
RULES IMPLEMENTATION MONOGRAPH SERIES
MONOGRAPH NO. 10
(Draft 3/91)

Selected References in Early Childhood Special Education

1. *A Guide for Supervisors and Trainers on Implementing the Creative Curriculum* (1988), Gryphon House, Early Childhood Books, P.O. Box 275, Mt. Rainier, Maryland 20712, (800) 628-0928, $29.95
2. *The Creative Curriculum for Early Childhood,* Gryphon House, Early Childhood Books, P.O. Box 275, Mt. Rainier, Maryland 20712, (800) 628-0928, $49.95
3. *Arizona Basic Assessment and Curriculum Utilization System — Curriculum for Young Children With Special Needs* (ABACUS) (1986), Love Publishing Company, 177 South Bellaire Street, Denver, Colorado 80222, (303) 757-2579, $95.00
4. *Beginning Milestones* (1988), DLM/Teaching Resources, P.O. Box 4000, One DLM Park, Allen, Texas, 75002, (800) 527-4747, $175.00
5. *Carolina Developmental Profile* (1980), Walker Educational Book Corp., 720 Fifth Avenue, New York, New York, $99.50
6. *Crayola Creativity Program — First Steps to Learning* (1987), Childcraft, 20 Kilmer Road, Edison, New Jersey, 08818, (800) 631-6100, $79.95
7. *Hawaii Early Learning Profile for Special Preschoolers Ages 3-6 Activities Binder* (1987), VORT Corporation, P.O. Box 60880, Palo Alto, California 94306 (415) 322-8282, $34.95
8. *HICOMP Preschool Curriculum* (1983), The Psychological Corporation, P.O. Box 9954, San Antonio, Texas 78204-0954, (800) 228-0752, $90.00
9. *The Carolina Curriculum for Preschoolers With Special Needs* (1990), Paul H. Brookes, P.O. Box 10624, Baltimore, Maryland 21285, (800) 638-3775, $34.00
10. *The Integrated Preschool Curriculum: Procedure for Socially Integrating Young Handicapped and Normally Developing Children* (1988), University of Washington Press, P.O. Box 50096, Seattle, Washington 98145, (206) 543-8870, $75.00
11. *The Portage Classroom Curriculum* (1987), Portage Project Materials, CESA 5, Department DM, 626 East Slifer Street, P.O. Box 564, Portage, Wisconsin 53901, (603) 742-8811, $60.00
12. *Young Children in Action* (1989), High Scope Press, Dept. 10, 600 North River Street, Ypsilanti, Michigan 48198, (315) 485-2000, $29.00
13. *A Very Practical Guide to Discipline With Young Children* (1988), Kaplan School Supply, P.O. Box 609, Lewisville, North Carolina 27013, (800) 334-2014, $10.95

14. *Carolina Early Learning Activities* (1987), Kaplan School Supply, P.O. Box 609, Lewisville, North Carolina 27023, (800) 334-7014, $12.95

15. *Creative Activities for Young Children* (1983), The Psychological Corporation, 555 Academic Court, San Antonio, Texas 78204, (800) 228-0752, $24.00

16. *Do Touch: Instant, Easy, Hands On Learning Experiences for Young Children* (1989), Building Blocks, 38W567 Brindlewood, Elgin, Illinois 60123, (800) 233-2448, $44.95

17. *Hello World: Creative Development on Early Childhood Through Movement and Art* (1982), Fearon/Pitman Learning, David S. Lake Publisher, 19 Davis Drive, Belmont, California 94002, (415) 592-7810, $8.95

18. *Learning Centers for Young Children* (1987), Gryphon House, Early Childhood Books, P.O. Box 275, Mt. Rainier, Maryland 20712 (800) 628-0928, $17.95

19. *Movement Education — A Program for Young Children Ages 2-7* (1985), Kaplan School Supply, P.O. Box 609, Lewisville, North Carolina 27023, (800) 334-2014, $12.95

20. *Peabody Language Development Kit — Level P (Parts I & II),* American Guidance Service, 4201 Woodland Road, P.O. Box 99, Circle Pines, Minnesota (800) 328-2560, $495.00

21. *Resources for Teaching Children With Special Needs* (1983), The Psychological Corporation, P.O. Box 9954, San Antonio, Texas 78204, (800) 233-5682, $25.00

22. *Steps to Independence — A Skills Training Guide for Parents and Teachers of Children With Special Needs* (1989), Paul Brookes Publishing, P.O. Box 10624, Baltimore, Maryland 21285, (800) 463-3775, $29.95

23. *Adapting Early Childhood Curricula for Children With Special Needs* (1987), Kaplan School Supply, P.O. Box 609, Lewisville, North Carolina 27023, (800) 334-2014, $30.50

24. *A Practical Guide to Solving Preschool Behavior Problems* (1990), Kaplan School Supply, P.O. Box 609, Lewisville, North Carolina 27023, (800) 334-2014, $17.95

25. *A School Administrator's Guide to Early Childhood Programs* (1988), High Scope Press, 600 N. River Street, Ypsilanti, Michigan 48198, (313) 485-2000, $12.00

26. *Assessing Infants and Preschoolers With Handicaps* (1989), MacMillan Publishing Company, 100 Front Street, Riverside, New Jersey, 08075, (800) 257-5755, $35.00

27. *Curriculum Planning for Young Children* (1986), National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington D.C. 20009-5786, (800) 424-2460, $6.50

28. *Developmentally Appropriate Practice In Early Childhood Programs Serving Children From Birth Through Age Eight* (1986), National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009-5786, (800) 424-2460, $5.00

29. *Early Childhood Education and Child Care — Callenges and Opportunities for America's Public Schools* (1989), American Association of School Administrators, Dept. 910, 1801 N. Moore Street, Arlington, Virginia, $16.95

30. *Early Childhood Interagency Transition Model* (1984), Edmark Corporation, P.O. Box 3903, Bellevue, West Virginia 98009-3903, (800) 426-0856, $16.95

31. *Early Intervention for Infants and Children With Handicaps: An Emperical Base* (1988), Paul Brookes, P.O. Box 10624, Baltimore, Maryland 21285, (800) 638-3775, $37.00

32. *Infants and Young Children With Special Needs: A Developmental and Ecological Approach* (1990), Paul Brookes, P.O. Box 10624, Baltimore, Maryland 21285, (800) 638-3775, $40.00

33. *Helping Young Children Develop Through Play: A Practical Guide for Parents, Caregivers and Teachers* (1985), National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W. Washington, D.C. 20009-5786, (800) 424-2460, $5.00

34. *Involving Parents: A Handbook for Participation in Schools* (1982), Kaplan School Supply, P.O. Box 609, Lewisville, North Carolina 27023, (800) 334-2014, $12.00

35. *Linking Developmental Assessment and Early Intervention: Curriculum-Based Prescriptions* (1989), American Guidance Service, Publisher's Bldg., P.O. Box 99, Circle Pines, Minnesota 55014-1796, (800) 328-2560, $39.95

36. *Planning and Administering Early Childhood Programs* (1988), MacMillan Publishing Company, Front and Brown Street, Riverside, New Jersey 08075, (800) 257-8247

37. *System to Plan Early Childhood Services (SPECS)* (1989), American Guidance Service, Publisher's Bldg., P.O. Box 99, Circle Pines, Minnesota, (800) 228-2560, $75.00

38. *The Classroom Observer: Developing Observation Skills to Early Childhood Settings* (1987), Teachers College Press, P.O. Box 2032, Colchester, Vermont 05549, (802) 878-0315, $13.95

39. *The Instant Curriculum: 500 Developmentally Appropriate Learning Activities for Busy Teachers of Young Children,* Gryphon House, Early Childhood Books, P.O. Box 275, Mt. Rainier, Maryland 20712, (800) 628-0928, $24.95

40. *Play for All Guidelines: Planning, Design and Management of Outdoor Play Settings for All Children* (1987), MIG Communications, 1824 Fourth Street, Berkeley, California 94710, (215) 845-0953, $39.95

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LEVEL: STAFF

GOAL: **#2** Define developmentally and exceptionality-appropriate curriculum and recognize the implications for best practice.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will design developmentally and exceptionality-appropriate activities.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Give each group an appropriate toy for a preschool child. Have the group choose an area of developmental domain and develop an activity using the toy. Then modify the activity to allow for a child with an exceptionality to participate.	1. Suggested toys appropriate for preschool children: – Fisher Price Little People Sets – Playskool Keys of Learning – Cassette Player – Blocks – Play dough Worksheet (S-W8) *Recorder Notes: Developing and Modifying an Activity*	1. Duplicate one copy of Worksheet for each Small Group. Groups should be selected to include participants with varying expertise and interest. The leader may want to assign a specific developmental domain and exceptionality to each group to insure that a variety are addressed. Might need to include some "examples" before this activity.
2. Large group activity Ask a representative from each group to describe the activities they developed and modified.	**Supplemental Resources** *Integrated Teaching in Early Childhood Starting in Mainstream* (Safford, 1989) *The Early Integration Training Project* (1991).	2. Ask how the activities provide for human *diversity*.

RECORDER NOTES

Developing and Modifying an Activity

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PLANNING SHEET

STEP #1: ACCESSING

STEP #2: SELECTING

STEP #3: IMPLEMENTING

LEVEL: STAFF

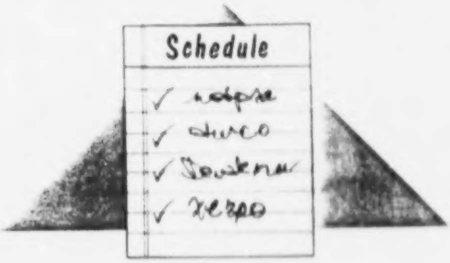
GOAL: #2 Define developmentally and exceptionality-appropriate curriculum and recognize the implications for best practice.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will appreciate how a curriculum guides the activities in the classroom.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Brainstorm ways in which the values relating to developmental appropriateness, exceptionality appropriateness, and human diversity influence accessing, selecting, and implementing a curriculum in a preschool program.	1. Transparency (S-T2) *Planning Sheet*	1. The "Space to Grow" video can be used to enhance this activity if time permits. Video is produced by NAEYC and may be available at your local SERRC.

Planning



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LEVEL: STAFF

GOAL: **#3** Define environment as it applies to a developmentally and exceptionality-appropriate preschool program.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify factors to consider when setting up an appropriate preschool program environment.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Individual or small group activity Complete the Worksheet and follow-up with a discussion of factors to consider regarding preschool environments.	1. Transparency (S-T3) *General Guidelines* Worksheet (S-W9 and 10) *Factors to Consider Regarding Preschool Environments* *Factors to Consider Regarding Preschool Environments, Accommodating Children With Disabilities.* Transparency (S-T4) *The Classroom Environment* Handouts (S-H4 and 5) *Learning Centers* *Tips for a Saner Environment* **Supplemental Resources** Ohio Department of Human Services Day Care Licensing Rules.	1. It might be interesting to have participants categorize their responses as follows: – Child centered vs. adult, essential vs. desirable, centered by philosophical orientation, etc. Ask participants to address the issue of human diversity as it relates to setting up the environment (e.g., material selection). Leader needs to assure that participants are aware of facility requirements in *Rules for Preschool Programs* (3301-37-06).

GENERAL GUIDELINES

1. Select, arrange, and equip interest area for child-initiated activities.
2. Provide adequate space for small and large group meetings.
3. Consider noise and traffic patterns when planning the arrangement of interest areas.
4. Equip interest areas with a wide variety of materials.
5. Develop, change, expand, or replace interest areas as the children's interest in them changes.
6. Have children participate in the process of choosing and finding materials for interest areas.
7. Introduce new materials to interest areas as the year progresses.
8. Provide accessible storage and display space at the children's eye level.

(Hohman, Banet, Weikart, 1979)

S-W9

FACTORS TO CONSIDER REGARDING PRESCHOOL ENVIRONMENTS

SPACE (indoors & out)

SAFETY

COMFORT FACTORS (convenience, temperature, lighting, etc.)

EQUIPMENT

ARRANGEMENT

INDIVIDUAL AND PRIVATE SPACES

S-W10

FACTORS TO CONSIDER REGARDING PRESCHOOL ENVIRONMENTS

ACCOMMODATING CHILDREN WITH DISABILITIES:

1. Children who are diapered

2. Children who are catheterized

3. Children who are medically fragile

4. Children who are motorically impaired

5. Children who are visually impaired

6. Children who are hearing impaired

THE CLASSROOM ENVIRONMENT

Some design principles for learning environment to promote and enhance integration (Cohen, Beer, Kidera, and Golden (1979) **Mainstreaming the Handicapped: A Design Guide.** Wisconsin Center of Architecture and Urban Planning Research

1. Settings that are not noticeably different.
2. Common entry and circulation.
3. Linked activity areas.
4. Orderliness and consistency.
5. Repetition and multiple coding.
6. Public display of accomplishments.
7. Individual work areas.

8. Manipulable settings.
9. Retreat areas.
10. Places for informal socialization.
11. Range of environmental stimuli.
12. Barrier-free design.

(Safford, 1989)

LEARNING CENTERS

The use of learning centers in organizing the physical environment represents a way of building in opportunities for social interaction as well as an individualized teaching approach. Learning centers make possible both self-directed and self-motivated discovery within a content defined by the center and its contents and cooperative and interactive learning shared by pairs or small groups of children. The concept of a learning center is based on the need to impose some organizing system upon the learning environment, while still permitting learning to be open-ended and child-directed, rather than teacher-directed or prescribed. However, the contents of a specific center can vary from materials that are usable in innumerable ways to materials the use of which are specifically prescribed and that are self-correcting. Learning centers provide opportunities for children to observe and imitate each other, to cooperate in a shared activity, and to work together in pursuit of a common goal.

(Safford, 1989)

TIPS FOR A SANER ENVIRONMENT

by

Rex Roberts, Educational Specialist
University of Illinois Resource Access Project

PREVENTIVE PRESCRIPTIONS

There is a wise old saying that "an ounce of prevention is worth a pound of cure," which is especially true when working with children. Whenever we spend time doing or planning something that encourages the children to be more self-directed or -controlled, we get back more than that in time which is not needed to resolve problems or conflicts between children and adults.

RULES AND LIMITS

Consistency encourages the feeling of security and makes one more comfortable with the environment. Limits are best when they allow an opportunity to manage your own life.

Guidelines

1. Clearly state what the rules are.
2. Speak in short meaningful sentences. Avoid unnecessary explanations.
3. State rules in positive manner.
4. Have patience — children may need to hear the rule(s) more than one.
5. If you make a rule — keep it.
6. If you make a promise or threat, be ready to carry it out.

SCHEDULE

A balanced, well planned schedule can assist the child's feeling of self-control. The child can anticipate what is going to happen and begins to work within this frame of reference.

1. Consider ages and attention span.
2. Alternate active and quiet activities.
3. Allow time for toileting and cleaning up.
4. Plan for both child-directed and adult-directed activities.
5. Plan to meet the child's needs.
6. Plan activities that gear down before eating or resting.

ROOM ARRANGEMENT

First introduce the children to simple, secure surroundings. Make use of your knowledge of child development in addition to the supplies and equipment available to plan how your room will look.

1. Arrange room into clearly defined areas or zones.
2. Provide protected space for cooperative play as well as privacy.
3. Plan to provide varied materials on rotating and/or expanding basis.
4. Arrange for large and small groups.
5. Not sacred — rearrange as necessary.
6. Watch traffic patterns.

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TRANSITIONS

Many problems can occur between activities if children have “nothing” to do. Transition activities can be used to reinforce information to children about what they have done, what they are doing now, or what they will be doing next.

1. Have next activity *ready.*
2. *Over prepare* — have more ready.
3. Warn children to prepare for end of activity.
4. Provide link from one activity to the next.
5. Finger plays.
6. Adapt words to familiar tunes.
7. Use simple games.

LEVEL: STAFF

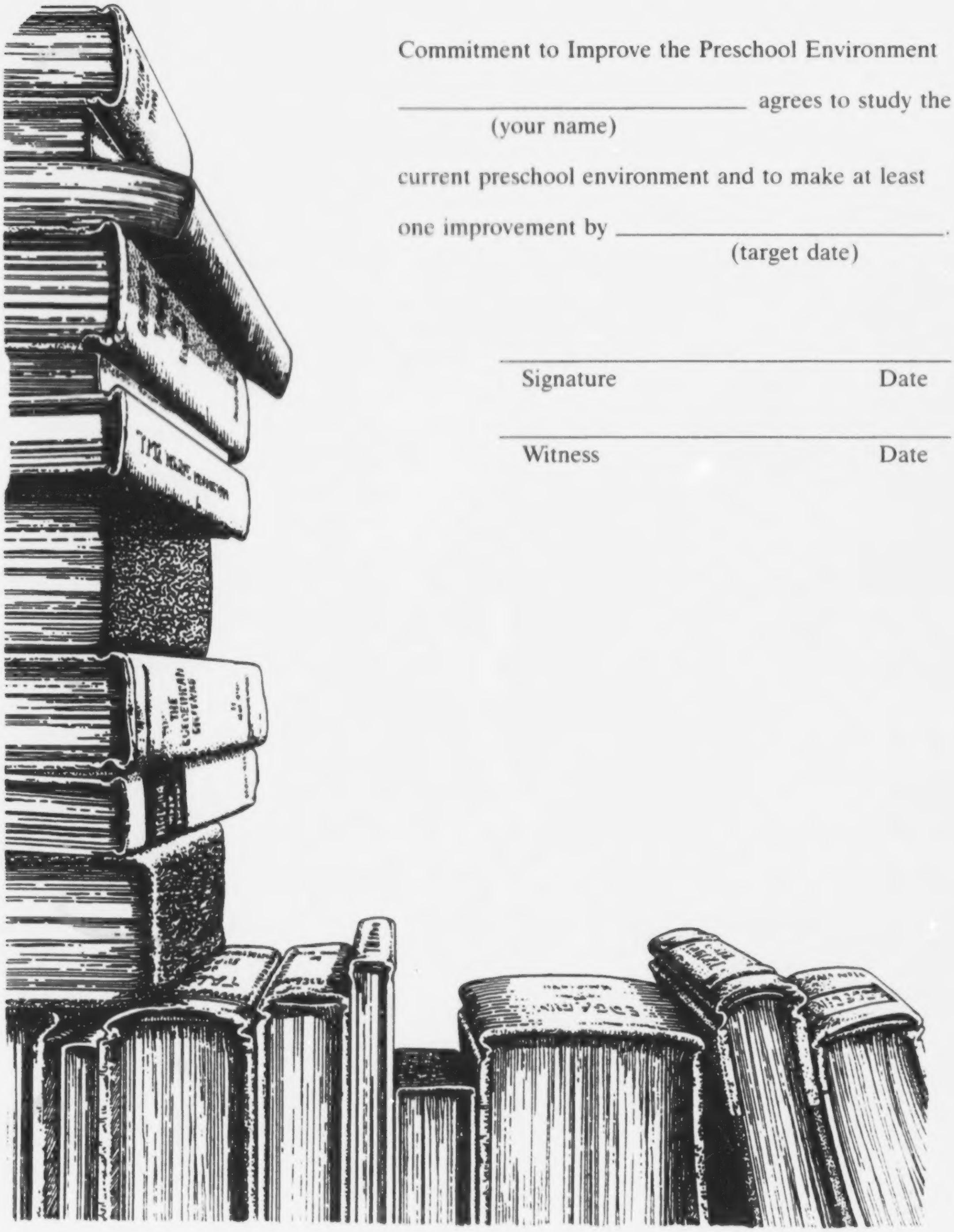
GOAL: #3 Define environment as it applies to a developmentally and exceptionality-appropriate preschool program.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will practice selecting and arranging elements of an appropriate preschool environment according to an established program philosophy.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Participants will briefly summarize their philosophical orientation and then draw a sketch of their own classrooms, (or a classroom which is familiar, or a home in which they visit). Ask participants to trade sketches with a "partner" who works in a different situation. Using the guidelines from the staff/knowledge activity participant should point out something positive about their partner's environment and make at least one suggestion for improvement. If time permits, participants may begin to sketch their plan to improve their preschool environment.	1. Graph paper (two for each participant for "before" and "after" sketches.) Optional Activity Handout (S-H6) *Commitment to Improve the Preschool Environment* Business envelopes **Supplemental Resources** Kritchevsky & Prescott (1977) *Planning Environments for Young Children.* Greenman, (1990) *Caring Spaces, Learning Places.*	1. Participants may want to self-address and exchange envelopes so that at an agreed upon date they may mail their sketches of their "new and improved" preschool environments to their partners for further feedback.

THE BEST THEORIES ARE USELESS WITHOUT A PROPER PLAN OF ACTION



Commitment to Improve the Preschool Environment

_____________________________ agrees to study the
(your name)

current preschool environment and to make at least

one improvement by ____________________________.
(target date)

____
Signature Date

____
Witness Date

LEVEL: STAFF

GOAL: #3 Define environment as it applies to a developmentally and exceptionality-appropriate preschool program.

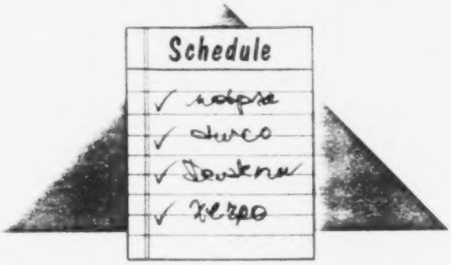
COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will begin to plan an "ideal" preschool environment.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Participants will meet in small groups to discuss their "ideal" preschool environment. If time permits, participants may categorize their wish lists: realistic for future vs. unrealistic; independent decision vs. requires authorization from another source; other classifications leader and/or participants suggest. Participants should prioritize their wish lists.	1. Worksheet (S-W11) *Ideal Preschool Environment* **Supplemental Resources** School Supply (Kaplan, Childcraft, etc.) suggestions on designing preschool spaces. Head Start Program policies for home visits. Personnel Preschool Preparation Project (1991). Environment Activities. In *Behavior Management Module.*	1. It may be helpful to group participants by program or by similarity of preschool situation for this activity. For example, home-based preschool personnel will want to work together on helping families establish the home as a learning environment for preschoolers.

"IDEAL" PRESCHOOL ENVIRONMENT

Planning



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LEVEL: STAFF

GOAL: **#4** Understand the value of interpersonal interactions in the optimum development of young children.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify types of adult-child and child-child interactions in a preschool program.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss types of preschool interactions.	1. Transparency (S-T5) *Types of Interactions Among Adults and Children*	1. Be sure to address the potential value of each type of interaction. Ask participants to discuss how human diversity, (e.g., ability, cultural, racial, religious, gender, etc.) may influence interactions. Summary: Individual preschoolers benefit in different ways from most types of interpersonal interactions; therefore, it is important to plan for a balance of interactions.
2. Large group activity Discuss the roles of the teacher.	2. Transparency (S-T6) *Roles of the Teacher* Handouts (S-H7 and 8) *Teacher's Role: Complex and Difficult* *Adult-child Interaction Patterns*	2. Leader needs to assure that participants are aware of requirements for personnel in *Rules for the Education of Preschool Children With Disabilities* (3301-31-04) and *Rules for Preschool Programs* (3301-37-03). Be sure to discuss how human diversity may affect the teacher's behavior in each role.

S-T5

TYPES OF INTERACTIONS AMONG ADULTS AND CHILDREN

Planned vs. Spontaneous

Verbal vs. Nonverbal

Parent-Child, Teacher-Child, Child-Child, Parent-Teacher

Individual, Small Group, and Whole Group

Occasions: Greeting, Assistance, Instruction, Conversation

Stabilizing Presence, Facilitative Intervention, Shared Participation

S-T6

ROLES OF THE TEACHER

The teacher as person: Caring role

The teacher as colleague: Supporting role

Teacher and parents as partners: A complementary role

The teacher as understander of the learner: A nurturing role

The teacher as facilitator of learning: An interacting role

The teacher as researcher: An experimenting role

The teacher as program developer: A creating role

The teacher as administrator: A planning role

S-T6

Transition into the profession: An aspiring role

The teacher as decision maker: A problem-solving role

The teacher as professional leader: A challenging role

(Heck and Williams, 1984)

TEACHER'S ROLE: COMPLEX AND DIFFICULT

The teacher and the student are continually influenced by the significant others who share the family, school-community, and the many other social, cultural, and political contexts of which they are a part. As individuals interact within each of these contexts, behavioral changes occur. What happens to people in one situation may influence them in another. These changes are unique to each teacher and to each student. What is perceived as a reinforcing influence by one teacher or one learner may be perceived as stressful by another. Because of this interactive or transactive nature of the teaching-learning phenomenon, the roles of a teacher are extremely complex and difficult.

(Heck & Williams, 1984)

S-H8

ADULT-CHILD INTERACTION PATTERNS

PHYSICAL INTIMACY

Adult expresses affection to child through physical contact (lap sitting, hugging) initiated by child or adult.

SPONTANEOUS CONVERSATION

Adult and child engage in many informal conversations, initiated by child or adult.

PRAISE

Adult gives positive responses to appropriate child behavior and attempts to describe behavior rather than relying on words like "good" or "nice."

ASSISTANCE

Adult provides assistance to child so that child can successfully complete task (particularly when asked for help).

STRUCTURED TURN TAKING

Adult guides children in taking turns so that each child has an opportunity to use materials.

UNDERSTANDING AND FOLLOWING RULES

Rule implementation: Adult establishes rules that are clearly and positively defined. Adult redirects child's misbehavior (misusing materials, unsafe activity) in a positive manner with explanation. Conflict resolution: Adult enters into children's disputes and attempts to assist children: (1) in understanding each other's desires and (2) by themselves reaching a joint solution to the problem.

(Klass, 1987)

LEVEL: STAFF

GOAL: #4 Understand the value of interpersonal interactions in the optimum development of young children.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will practice planning appropriate teaching strategies which take advantage of adult-child and child-child interactions among preschoolers.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group or individual activity List at least three appropriate preschool goals which address interactions. Specify preferred teaching strategies for each.	1. Worksheet (S-W12) *Preschool Goals* Transparencies (S-T7 and 8) *Preschool Goals* *Impact of Integration*	1. Be sure to address encouraging the development of self-help skills, including toileting and feeding. Review Transparency S-T8.
2. Small group activity Sort integrated components of DAP into appropriate and inappropriate categories.	2. Book: Bredekamp (1987) *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age Eight.* p. 54-57. **Supplemental Resources** Council of Exceptional Children, *Code of Ethics,* 1.1, Instructional Responsibilities Strategies for integration in *Integration Module* Kantrowitz & Wingert (1989) *How Kids Learn*	2. Enlarge the Appropriate and Inappropriate columns of the integrated components pages of DAP. Make sufficient copies so that each small group will have one set. Cut each component into its own small section and place both the appropriate and inappropriate statements in one envelope for each age group. With each age group envelope, attach two sheets of paper, one labeled Appropriate Practice (AP) and the other Inappropriate Practice (IP). First sort the enlarged statements onto the AP and IP sheets. Next, arrange the AP and IP statements so that those referring to the same component are directly opposite each other. Discuss results in large group.

S-W12

PRESCHOOL GOALS

Goal #1.
Preferred teaching strategy(ies):

Suggestions for accommodating preschooler with disabilities:

Goal #2.
Preferred teaching strategy(ies):

Suggestions for accommodating preschoolers with disabilities:

Goal #3.
Preferred teaching strategy(ies):

Suggestions for accommodating preschoolers with disabilities:

PRESCHOOL GOALS

SOCIAL AND INTERPERSONAL GOALS

Helping children learn how to get along with others

Helping children learn to help others

SELF-HELP SKILLS/INTERPERSONAL GOALS

Modeling personal care skills for children

Eating skills

Health skills

Grooming skills

SELF-IMAGE GOALS

Promoting self-help, self-image, and self-esteem

Helping a child learn about self, family, and culture

Providing experiences for success and competence

Teaching about body parts and their function

LANGUAGE GOALS

Providing opportunities for interaction with adults and peers

Helping children increase their vocabularies

(Morrison, 1988)

S-T8

IMPACT OF INTEGRATION

The major potential impact of integration on nondisabled children is that they may learn to be more sensitive to and accepting of individual differences. Research on social integration indicates that acceptance does occur if it is encouraged and reinforced.

(Hanline, 1985)

LEVEL: STAFF

GOAL: **#4** Understand the value of interpersonal interactions in the optimum development of young children.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will begin an improvement plan which emphasizes adult-child and child-child interactions among preschoolers.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group or individual activity Develop an improvement plan for preschool interactions. (If time permits share ideas within small groups).	1. Handout (S-H9) Rules Implementation Monograph Series: *Personnel in Early Childhood Special Education* Worksheet (S-W13) *Preschool Interactions Improvement Plan* Transparency/Handout (S-T9) *How Teachers Can Help Children Cope With Stress* Handout (S-H10) *Negative Emotions and Signals of Their Presence* **Supplemental Resources** EC-SPEED (1992). (Sections 19-21) Social, Emotional, and Self-Help Development. Preschool Personnel Preparation Project (1992). In *Family Module*. Abbott, C. F. & Gold, S. (1991). *Young Children 46*. Negative Emotions and Signals of Their Presence (S-H10). White & Phair. (1986)	1. Share Handout and point out competency and attitude and value lists. Writing the self-improvement plan should be an affirming experience for the staff. Transparency may be used as a Handout. Remind participants to consider the issue of human diversity in their improvement plan. One way to assess current practice, including strengths, is to complete the: – National Credentialing Program (1988). Child Development Associate (CDA) competency checklist.

S-H9

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
Rules Implementation Monograph Series
Monograph No. 6
(Draft 3/91)

Personnel in Early Childhood Special Education

There is, perhaps, no more important issue to address in the field of early childhood education than the professional development of those individuals who work in this field. Numerous studies conducted to assess the quality of child care services currently available to our nation's young children and their families suggest that the training and quality of staff is not only the most critical determinant to quality programming, but also the one that is in most need of improvement. As public interest and concern for these needs increase, it is expected also that there will be a rise in the professional level of staff who provide these much needed services, as well as in the salaries that such increased levels of trained professionals will demand. These issues are becoming of increasing concern for educators as the role of education in the broader early childhood arena grows in prominence.

In the area of early childhood special education professional training needs are also recognized as paramount. As a result of the passage of Public Law 99-457, the number of preschool programs for children with disabilities has grown rapidly thus creating a dramatic increase in the number of trained professionals that is needed to meet the resulting human resource demands. In Ohio the number of state funded preschool special education teacher units has nearly doubled during the past three years, growing from 380 (79 public school and 302 county board of mental retardation/developmental disabilities) during the 1988-89 school year to 770 (468 public school and 302 county board of mental retardation/developmental disabilities) during the 1990-91 school year. The number of additional units needed to fully serve the projected five percent incidence rate is estimated at nearly double the current number. The retraining needs of this cadre of teachers, as well as those related services personnel serving preschool children with disabilities, has been and will continue to be a primary focus of statewide initiatives in the area of early childhood special education.

Comprehensive System of Personnel Development

In accordance with the requirements of Public Law 94-142, as amended by Public Law 99-457, Ohio has implemented a Comprehensive System of Personnel Development (CSPD) to address the overall training needs of those professionals who provide special education and related services in Ohio's public schools. Following is a descriptive summary of the structural components of Ohio's CSPD. While initiatives relating specifically to early childhood special education are described in subsequent sections of this monograph, this summary of Ohio's overall CSPD is intended to provide the reader with the background information necessary to interpret those initiatives within the broader comprehensive service delivery system for children with disabilities ages three through 12.

Ohio's CSPD provides for inservice training, development of preservice programs and curricula, and interface of inservice and preservice. The inservice component is planned and implemented through the use of Instructional Resource Centers (IRCs) within each of the 16 Special Education Regional Resource Centers (SERRCs), and one statewide IRC. These IRCs operate under the direction of regional governing boards and the Ohio Department of

Education. Development of preservice programs and curricula is accomplished through the cooperative planning of Ohio's teacher training institutions and the Ohio Department of Education.

Interface of the preservice and inservice components is addressed through the State Superintendent's Task Force for Preparing Special Education Personnel. This Task Force has been in existence since 1977 to assist in articulating preservice and inservice components, and is composed of representatives from the following: Deans, Colleges of Education; Interuniversity Council, School Psychology; Interuniversity Council, Teacher Education; Council for Exceptional Children; Ohio School Psychologists' Association; Ohio Speech and Hearing Association; and a parent representative. The Task Force meets approximately six times per year in order to provide assistance to the Ohio Department of Education in the development, review, and annual updating of Ohio's Comprehensive System of Personnel Development.

Each plan for inservice developed by the 17 IRCs is based on an annual assessment of training needs, and is reviewed and approved by their respective governing boards. These boards are composed of superintendents of schools, special and general education personnel, at least two parents of children with disabilities, a representative of a chartered nonpublic school, a representative from the county board of mental retardation/developmental disabilities, each developmental center within the region, and representatives of universities in the region.

The IRC Project, including the plan for inservice training, along with other projects of the SERRCs is submitted annually to the Ohio Department of Education for review and approval. Each IRC is required to coordinate its inservice functions with the preservice activities of the institutions of higher education operating within their region.

Early Childhood Special Education

As previously established, there is critical need for appropriately trained teachers of young children with disabilities as full implementation of the preschool mandate is realized. Two "pools" from which such teachers will be drawn are from those representing early childhood education and those representing special education. Both groups will require additional preparation for the unique roles required. The content of these preparation programs will also be unique from the perspective that two separate parental disciplines, early childhood education and special education, constitute the knowledge base from which it will be developed.

As a major component of Ohio's plan to implement a comprehensive service delivery system for preschool children with disabilities by 1991, the Ohio Department of Education, Division of Early Childhood Education funded the Ohio Statewide Preschool Special Education Personnel Preparation Project in 1987. The purpose of the Project focused on the gathering and synthesis of information through a series of research activities. And the translation of that information into a model and related resource materials to guide efforts in Ohio to select, prepare, and credential personnel who will be providing services to preschool-age children with disabilities. (Please refer to the reference section of this monograph for information on how to obtain a detailed description of Project activities.)

The results of this research suggest that both common and differential retraining needs of individuals representing early childhood and special education can potentially be met through a competency-based approach in early childhood special education personnel preparation. Results of survey research, together with data obtained through an annual summer training institute for early childhood educators and special educators, have resulted in the development of a set of teacher competencies appropriate to early childhood special education. These competencies are appropriate for use in both preservice and inservice education, as well as for activities relating to staff recruitment, selection, and evaluation. Although not intended to be an exhaustive or conclusive list, the following knowledge, skill, attitude, and value competencies are intended to serve as a guide for leaders, administrators, and direct service providers who strive to provide quality preschool programs for children with disabilities.

Knowledge of:

- Typical child development
- Atypical development
- Medical aspects of preschool children with disabilities
- Formal and informal assessment procedures relevant to preschool special education
- Early childhood/special education curricula and program models
- Role and importance of play for children
- Family theory (e.g., information on general family relationships)
- Special needs and contributions of families of children with disabilities
- Strategies for working with families of children with disabilities
- Related services (e.g., physical therapy, speech and language therapy, etc.)
- Techniques in working on interdisciplinary/transdisciplinary teams
- Non-speech communication systems
- Adaptive equipment (e.g., types and uses)
- Instructional applications of electronic and other technology uses with young children with disabilities
- Federal and state mandates related to preschool special education
- Community resources for preschool children with disabilities and their families
- Differences in effective learning strategies for adults and children
- Developmentally appropriate practices
- Strategies for integrating preschoolers who are disabled with typical children
- Integrated therapy models
- Environmental needs of kindergarten and the primary grades to facilitate transition
- Strategies to facilitate transition from early intervention programs to preschool programs and from preschool programs to school-aged classes

Skill In:

- Planning and organizing preschool education classrooms
- Applying formal and informal assessment procedures
- Designing individualized educational programs
- Stating instructional objectives based on individualized programs
- Adapting instructional activities to the unique learning styles, time demands, and motivational needs of each child
- Planning and implementing instructional activities
- Adapting or modifying instructional materials
- Facilitating children's play
- Fostering motivation and inquiry in children
- Promoting positive peer interaction within the classroom
- Facilitating children's interaction with materials
- Observing and recording children's behavior
- Maintaining, summarizing, and interpreting quantitative observation data
- Communicating with children who use non-speech communication systems
- Instructional applications of electronic and other technology uses with young children with disabilities
- Developing and implementing individual behavior management procedures
- Communicating and working effectively with parents
- Contributing to team planning with other professionals and with parents
- Coordinating activities with other team professionals
- Communicating effectively with other teachers or caregivers concerning needs and strengths of individual children
- Guiding and supervising paraprofessionals and volunteers
- Designing and implementing strategies to integrate preschoolers who are disabled with typical children
- Facilitating transition from early intervention programs into preschool programs and from preschool to school-aged classes
- Sharing roles in a transdisciplinary approach
- Communicating and working effectively with families
- Contributing to team planning with other professionals and with parents
- Coordinating activities with team professionals
- Communicating effectively with other teachers or caregivers concerning needs and strengths of children
- Guiding and supervising paraprofessionals and volunteers
- Maintaining personal and professional growth and development

S-H9

Attitude and Value Objectives

ATTITUDES	VALUES
Children	
Respect for the WHOLE child; understand that each child is capable of learning and has the right to be provided with appropriate opportunities	Value developmentally appropriately practice Value play as a means to facilitate learning Value the fact that early intervention must begin when the child and family need the service (during the preschool years — not necessarily at school-age)
Respect for the unique learning needs of young children with disabilities and for their individuality	Value the unique developmental stages of the population
All children (with or without special needs) benefit from integrated, developmentally appropriate programs	Value the IEP Children have a moral, ethical, and legal right to participate in the mainstream of society Early intervention programs must promote mutual respect for individual children
Families	
Respect for the diverse needs of families; recognize varying resources and barriers	Value the uniqueness of family members
Respect for the family unit as a WHOLE	Value the significance of working through the family to reach the child
Respect for the contributions parents can make to a child's educational program; viewing parents as decision-makers; the competence of parents as nurturers; appreciating parents' knowledge about their child	Valuing the contributions parents can make to the development and understanding of and implementation of child's educational program

ATTITUDES	VALUES
Interagency Aspects of Service Delivery	
Respect for other agencies and service providers and the need for interagency collaboration	
Respect for the role of various professionals in the interdisciplinary process	Value interdisciplinary problem solving
Professional Issues	
Personally committed to working within the system	Value being a functional part of the educational system
Recognize one's own strength and the roles that must be assumed by teachers including leadership and advocacy for children and families	Value self-evaluation, professional growth, and association with relevant professional organizations

Preservice Requirements

Early childhood special education teachers will be required to obtain additional training in order to be employed in this role. The State Board of Education amended the teacher education and certification standards on June 12, 1989, effective July 1, 1989, to provide an "early education of handicapped children validation" for teaching in preschool special education programs for children who are three through five years of age. (See Appendix A for complete text of the Rule pertaining to this validation.)

Rule 3301-31-04 stipulates that until July 1, 1993, a preschool special education teacher shall hold a valid Ohio special education teaching certificate or a valid Ohio prekindergarten teacher's certificate, which is validated for "early education of handicapped children." After July 1, 1993, both special education teachers and prekindergarten teachers must hold certification with a validation in "early education of handicapped children." Individuals teaching only children with vision and/or hearing deficits must hold a certificate in the area of the handicapping condition with validation for "early education of handicapped children." Those without the validation may seek temporary "early education of handicapped children" certification through their school district.

The issuance of temporary certificates (Rule 3301-23-26) will be administered by the Ohio Department of Education, Division of Teacher Education and Certification. Due to the rapid increase in the number of preschool special education teachers needed, combined with the fact that corresponding teacher training programs are in the early stages of development, it may be necessary to employ individuals under the provisions for temporary certification for the next several years. (See Appendix B for the complete text of the Rule pertaining to temporary certificates.)

Individuals holding prekindergarten teaching or special education teaching certification may add the validation by completing an approved program with an endorsement by the college. In addition, individuals holding an Ohio teaching certificate in Home Economics, K-3, K-8, or 1-8, may obtain a temporary prekindergarten teaching certificate, on which "early education of the handicapped validation" may be added. Also, individuals holding an Ohio educational personnel certificate in school psychology, language pathology, occupational therapy, physical therapy, and audiology, may obtain a temporary special education teaching certificate validated for early education of the handicapped. Individuals obtaining either a temporary prekindergarten or special education certificate validated for early education of the handicapped, must complete an approved program in both areas.

As of the printing date of this monograph, the following institutions of higher education have an approved training program leading to the "early education of handicapped children validation:" Bowling Green State University, Cleveland State University, John Carroll University, University of Cincinnati, Kent State University, Miami University, and Walsh College. It is expected that several additional institutions will be added to this list in the near future.

In an effort to coordinate initiatives relating to teacher preparation and related research, a group of educators in teacher preparation programs from around the state, together with the Ohio Department of Education, Division of Early Childhood Education, joined together in forming the Ohio Early Childhood Special Education (ECSE) Higher Education Consortium. The twofold purpose of this group is to provide professional development for ECSE teacher educators, and to work collaboratively in developing ECSE personnel preparation opportunities at both the preservice and inservice levels of professional development. Planning is currently underway among consortium members to coordinate the provision of course work at times and locations that will be most convenient to teachers who wish to acquire the "early education of the handicapped" validation.

Related services personnel are not required to obtain additional training or certification in order to provide related services for preschool children with disabilities on a consultative, indirect, or direct basis. It is assumed, however, that these professionals will seek to improve their knowledge and skills in the area of early childhood special education through continuing education and professional development opportunities. The availability of such opportunities has and will continue to increase in concert with increased public and professional interest in this area. The Ohio Department of Education, Division of Early Childhood Education maintains ongoing communication with representatives of the various professional organizations that coordinate training in related specialty areas.

In addition, it is anticipated that preservice training programs will place additional emphasis on competencies relating to practice in the early identification of special needs and corresponding intervention strategies. It is expected also that collaboration will occur between colleges of education and other institutional program areas. Following is a list of those program areas identified by Ohio teacher educators as needing involvement in early childhood special education preservice training programs:

- Adaptive physical education
- Allied health (occupational therapy, physical therapy, nutritionists)
- Art
- Audiology
- Child development/family relations
- Counseling
- Early childhood studies
- Education administrator
- Family child studies/home economics

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- Guidance counseling
- Medical school (pediatrics, dental, vision)
- Music
- Nursing
- Regular education/teacher education
- School psychology
- Social work
- Sociology
- Special education
- Speech & language communication
- Two year programs (pre-kindergarten, child development associate)

Inservice Requirments

In addition to the preservice requirements relating to the "early education of the handicapped" validation, the Rules also address the importance of continuing education. Following completion of the validation requirements, teachers must have a minimum of four-tenths of one continuing education unit (four hours) of training in areas related to critical early childhood special education teacher competencies per employment year. The training shall be provided in accordance with the continuing education process administered by the Ohio Department of Education, Division of Inservice Education. These hours may also be used to meet the requirements for the renewal and upgrade of teaching certificates.

As previously stated in the discussion of preservice education requirements, the special needs of children whose primary deficit area relates to hearing and/or vision necessitate special knowledge and skills on the part of their teachers. Early childhood special education teachers who are cross-categorical in nature (i.e., children with varying areas of primary deficit) and include one or more children with a hearing or vision deficit, are required to seek professional assistance from a teacher or other specialist certificated in the deficit area(s) of sensory impairment. While the intensity of this assistance will vary, it should be sufficient to ensure that teachers possess the knowledge and skills necessary to effectively work with these children.

All preschool special education staff members must also meet the staff requirements contained in Rule 3301-37-03 related to medical examination and statement relating to criminal offense. Preschool special education staff members, other than those employed as teachers of related services providers who do not hold an associate or higher degree in child development or early childhood education or a prekindergarten associate or teaching certificate, must also meet the requirements of Rule 3301-37-03 relating to inservice training in child development or early childhood education; child abuse recognition and prevention; first aid; and/or prevention, recognition, and management of communicable diseases.

Staff Development

Ongoing staff development opportunities are, of course, a necessary component of all early childhood programs. In the area of early childhood special education a recognized exemplary program characteristic is the integration of special education teachers with early childhood teachers into the same learning environment, including the integration of related services into the classroom. This type of cooperative teaching environment, in which professionals from both early childhood and special education as well as allied disciplines plan and work together, will facilitate the integration of developmentally and exceptionality appropriate practice.

A series of training modules are currently in the process of development in an effort to promote quality and consistency in the provision of staff development opportunities on a statewide basis. The modules reflect the critical knowledge, skills, attitude, and value competencies identified earlier in this monograph, and are organized around the following categories:

- Planning
- Assessment
- Development of IEPs
- Play
- Behavior Management
- Technology
- Transition
- Family Collaboration

Development of these modules is being coordinated by the staff of the Ohio Preschool Special Education Service Delivery Project, in cooperation with writing teams that include teacher trainers, administrators, direct service providers, and parents from throughout Ohio. It is expected that the series of modules will be piloted and published during the 1991-92 school year.

Reference

Pisarchick, S. E., Safford, P. L., and Stahlman, J. I. (1990). Early Childhood Special Education Personnel Preparation Monograph (draft). Cleveland: Cuyahoga Special Education Service Center.

Preshool Personnel Preparation Training Modules. (Work in progress). Cleveland: Ohio Preschool Special Education Personnel Preparation Project, Cuyahoga Special Education Service Center.

Stahlman, J. I., Safford, P. L., Miller, C. A., Dyer, D. B., and Pisarchick, S. E. (1990). Preschool special education personnel preparation model project: Year three final activities report. Cleveland: Cuyahoga Special Education Service Center.

Stahlman, J. I., Safford, P. L., Pisarchick, S. E., Miller, C. A., and Dyer, D. B. (1989). Crossing the boundaries of early childhood special education personnel preparation: Creating a path for retraining. *Teacher Education and Special Education*. 12(1-2), 5-12.

APPENDIX A

3301-23-21 Validation

A validation of a standard certificate, valid for teaching the classification of pupils named, shall be issued to an individual who is deemed to be of good moral character; who has successfully completed an approved program of teacher preparation, including an examination prescribed by the state board of education; and who has been recommended by the dean or head of teacher education at an approved institution. The approved program shall provide for professional education which shall include course work and clinical and field-based experiences designed for teaching in the areas specified in the validation. The teaching validations may be approved for grade levels set forth in rules 3301-23-01 to 3301-23-07 of the Administrative Code and for the following:

(A) Adapted physical education (validation limited to a standard physical education certificate) — twenty semester hours;

(B) Bilingual-multicultural education — twenty semester hours;

(C) Early Education of Handicapped Children (validation limited to standard pre-kindergarten certificate or special certificate for education of the handicapped) — twenty semester hours;

(D) Gifted education — twenty semester hours;

(E) Prekindergarten (validation limited to a standard kindergarten-primary, elementary, home economics, or special certificate for education of the handicapped) — twenty semester hours;

(F) Teaching English to speakers of other languages — twenty semester hours; and

(G) Other teaching validation approved by the state board of education pursuant to rule 3301-21-03 of the Administrative Code.

Any individual employed by a chartered school or school district as a teacher of adapted physical education, a teacher or coordinator in funded gifted education programs, or a teacher of English to speakers of other languages on January 1, 1987 shall be considered to have fulfilled the requirements to have a standard certificate validated for said area of assignment.

3301-23-21

On the effective date of this rule as amended to include paragraph (C), any individual who holds a baccalaureate degree and is employed to teach handicapped infants, toddlers, or young children by a chartered school or school district shall be considered to have fulfilled the requirements to have said certificate validated for Early Education of Handicapped Children.

Effective: July 1, 1989

APPENDIX B
RULE FOR TEMPORARY CERTIFICATES
(3301-23-26)

(Effective July 1, 1988)

3301-23-26 Rule for Temporary Certificates

(A) New temporary teaching certificate.

(1) Elementary. A new temporary elementary teaching certificate may be issued to the holder of a currently valid standard teaching certificate provided the vacancy has been posted with the Ohio Department of Education for two weeks and no properly certificated and suitable candidate has been identified by the employing district.

(2) Secondary. A new temporary secondary teaching certificate may be issued to the holder of a currently valid standard teaching certificate who evidences twenty semester hours in the subject area for which certification is sought provided the vacancy has been posted with the Ohio Department of Education for two weeks and no properly certificated and suitable candidate has been identified by the employing district.

(3) Education of the handicapped. A new temporary teaching certificate for developmentally handicapped, hearing handicapped, multihandicapped, orthopedically handicapped, severe behavior handicapped, specific learning disabled, or visually handicapped may be issued to the holder of a currently valid standard teaching certificate who has completed six semester hours in an approved program for the provisional certificate provided the vacancy has been posted with the Ohio Department of Education for two weeks and no properly certificated and suitable candidate has been identified by the employing district.

(4) School nurse. A new temporary school nurse certificate may be issued to the holder of a baccalaureate degree who evidences a currently valid license as a registered nurse provided the vacancy has been posted with the Ohio Department of Education for two weeks and no properly certificated and suitable candidate has been identified by the employing district.

(5) School psychologist. A new temporary child study certificate will be issued for the supervised internship in school psychology upon approval by the division of special education of the Ohio Department of Education.

(6) Adult education certificate. A new temporary certificate for teaching noncredit courses will be issued on the recommendation of the employing school superintendent.

(B) Renewal of a temporary certificate.

(1) A temporary teaching certificate may be renewed on completion of six semester hours of course work in an approved program leading to certification in the area in which the temporary certificate is held.

(2) A temporary noncredit adult education certificate may be renewed on the recommendation of the superintendent of the employing district.

(C) Substitute teaching certificate.

(1) Substitute elementary teaching certificate. A temporary substitute elementary teaching certificate may be issued to the holder of a baccalaureate degree who evidences twelve semester hours in professional education leading to elementary certification.

(2) Substitute high school or substitute special all grades teaching certificate. A temporary substitute high school or a temporary substitute special all grades teaching certificate may be issued to the holder of a baccalaureate degree who evidences twenty semester hours in the subject or field for which certification is sought.

(3) Substitute special certificate for education of the handicapped. A substitute teacher of handicapped pupils shall qualify for a full-time temporary certificate as specified in paragraph (A)(3) of this rule.

(4) Substitute vocational teaching certificate. A substitute teacher in vocational education shall meet the requirements specified in rule 3301-23-10 of the Administrative Code for the one-year vocational certificate.

(5) Renewal of a temporary substitute teaching certificate. A one-year temporary substitute teaching certificate may be renewed on the recommendation of the superintendent of the employing district.

(D) Renewal of an expired certificate on a "substitute only" basis. A person who holds an expired standard teaching certificate may renew the certificate on a "substitute only" basis. The substitute limitation may be removed from a standard teaching certificate by completion of six semester hours of college course work or eighteen Ohio Department of Education approved continuing education units since the issuance of the certificate. For each year of satisfactory substitute teaching experience, renewal requirements shall be reduced by one semester hour or three Ohio Department of Education approved continuing education units.

(E) All course work required by this rule shall be completed at an institution approved to grant the baccalaureate degree by the Ohio board of regents or the equivalent if completed outside the state. Professional education course work shall be completed at an institution approved by the state board of education or the equivalent if completed outside the state.

S-W13

PRESCHOOL INTERACTIONS IMPROVEMENT PLAN

I will work on my ...

I will plan for the integration of preschoolers with disabilities in my program by ...

I will suggest to program policy makers/administrators ...

I will encourage child-child interactions by ...

I will include children in planning ...

I will help co-workers to ...

I will build relationships with parent/families by ...

For myself, I will ...

HOW TEACHERS CAN HELP CHILDREN COPE WITH STRESS

1. Practice noticing skills
2. Demonstrate self-control and coping skills
3. Enhance children's self-esteem
4. Use proactive intervention to avoid unnecessary stress
5. Help children understand the consequences and implications of negative, acting-out behaviors on others and themselves
6. Acknowledge children's feelings and encourage verbal mediation
7. Help children distinguish reality from fantasy
8. Use gentle humor
9. Focus directly on peer aggression
10. Help children view their situation more positively
11. Structure classroom activities to enhance cooperation
12. Modify classroom situations and rules
13. Find individual talk time
14. Encourage other children to help

15. Use bibliotherapy
16. Have regular classroom talks, in a safe calm atmosphere
17. Use art
18. Encourage children to act out coping skills
19. Involve parents

(Honig, 1986)

S-H10

NEGATIVE EMOTIONS AND SIGNALS OF THEIR PRESENCE

Negative emotions and related behaviors	Signals of negative emotions in speech
Denial — to overlook mild or moderate handicaps	*"No problem really — just shy."*
Sadness — sorrow, disappointment about the child and circumstances	*"this deaf child will never know how beautiful music can be."*
Anger — directed at child, parents, supervisors	*"If it wasn't for the handicapped child, I would have a good year."*
Guilt — especially at the end of a year with few measurable gains	*"If only I knew more." "If only I worked harder."*
Fear — of the unknown, of personal inadequacy or inability to cope, of the child or handicapping condition	*"I'm afraid I won't know how to act." "I'm scared she may hurt me/herself/another child."*
Overprotection — to exclude or restrict handicapped children from activities or services available to other children	*"She'll eat the sand." "He can't go to the museum. He might get too tired."*
Defensiveness — to block ideas from others, to tend to see suggestions as criticism	*"I'm doing all I can and you want me to do more?!"*
Jealousy/competition — between staff members or with staff and parents	*"Why don't I ever get any credit for success with this child?"*
Frustration — feelings of overwork that can lead to divisiveness	*"I never seem to make any progress." "I want to quit."*
Exhaustion — can lead to physical illness	*"I can't face today." "Another meeting?!"*
Fatalism — overwhelming hopelessness	*"I can't win, whatever I do." "Nothing I do will make any difference."*

(White & Phair, 1986)

Planning

BEST COPY AVAILABLE

LEVEL: STAFF

GOAL: **#5** Identify necessary data collection/record keeping information.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify at least three methods of gathering information.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity List and discuss methods of gathering information.	1. Transparencies (S-T10, 11, and 12) *Data Collection* (Spodek, Saracho, Davis, 1991) *Record Keeping* *We'd like to make a point.* Handout (S-H11) *Glossary of Data Collection/Record Keeping Terms*	1. To prepare for review of Transparency materials leader may wish to review Chapter 9, pages 162-169 and 177-179 from Spodek, Saracho, and Davis, 1991. Leader needs to assure that participants are aware of requirements for record keeping in *Rules for Preschool Programs* (3301-37-05) and district Special Education policies and procedures.

S-T10

DATA COLLECTION

I. Observations
  A. Anecdotal records
  B. Rating scales
  C. Semantic differential scales
  D. Checklists

II. Standardized tests
  A. Norm referenced
  B. Criterion referenced
  C. Domain referenced

III. Informal tests

IV. Recording and communicating results
  A. Regular
  B. Systematic

V. Reporting to parents
  A. Informal reports
  B. Individual conferences
  C. Report letters
  D. Check sheets
  E. REPORT CARDS

(Spodek, Saracho, Davis, 1991)

RECORD KEEPING

I. Child's health and safety

   A. Immunization records, incident report forms, permission to test forms, emergency transportation and consent forms, permission to release information forms

   B. Parent conference forms, daily attendance, sign-in sheets including transportation arrangements

II. Staff

   A. Professional recommendations, transcripts, teaching certificate, continuing education units (ceu), proof of completion of child abuse recognition, communicable diseases, and emergency first aid

   B. Record of payment fees and/or registrations, purchase orders

S-T12

WE'D LIKE TO MAKE A POINT ...

What are some methods commonly used in the data collection process?

GLOSSARY OF DATA COLLECTION RECORD KEEPING TERMS

anecdotal records — a brief account of a situation that provides a factual description of an incident, behavior, or event

checklists — a list of items, behaviors, or traits and the teacher determines whether these traits exist in a child or not

criterion-referenced tests — specifically constructed to evaluate a person's performance level in relation to some standard

domain-referenced tests — emphasizes the respondent's performance concerning a well-defined level or body of knowledge

informal tests — cannot be compared nationally and are based on what the children are actually being taught in a particular class

norm-referenced tests — compare the performance of an individual against a group average or norm

observations — means of gathering information about a situation by looking at it and listening to what is happening, then recording it accurately

rating scales — are used in making an estimate of a child's specific behavior or trait

semantic differential scales — makes an estimate by judging where on a scale between two opposite adjectives the individual fits, for example, happy-sad, strong-weak, follower-leader

standardized tests — include a fixed set of items that are carefully developed to evaluate a specifically defined area of achievement

(Spodek, Saracho, & Davis, 1991)

LEVEL: STAFF

GOAL: #5 Identify necessary data collection/record keeping information.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will complete the forms and complete a file for a child enrolled in a preschool program.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Individual activity Ask each participant to review the forms and follow-up with a whole group discussion. Complete one or more of the sample forms.	1. Handout (S-H12 and 13) *Forms Packet* *Sample Discussion Questions About Preschool Record Keeping*	1. Review forms in packet. Note: Sample questions are included to facilitate the discussion. Lead the question/answer session. Be prepared to discuss this topic in case there are few questions.

PRESCHOOL SPECIAL EDUCATION FORMS AND THEIR LOCATION

		Location in District			
SPECS Forms Numbers	Forms By Title	Central Office File	Building Office File	Sp. Ed. Office File	Psych. Office File
P-101	Permission for Preschool Service Review	✓			
P-113	Referral for Preschool Special Services Review	✓	✓		
P-113a	Multifactored Evaluation Planning Chart	✓	✓	✓	✓
P-114	Parent Notification of Recommended Disposition by	✓			
	Preschool Special Services Committee				
P-125	Individualized Education Program	✓	✓	✓	
P-134	Multifactored Evaluation Team Report	✓	✓	✓	✓

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S-H12

PROSPECTUS
OF A PROGRAM PLANNED FOR OHIO DEPARTMENT OF EDUCATION APPROVED CONTINUING EDUCATION UNITS

FORM MUST BE TYPED
Duplicate additional copies for future use!

Ohio Department of Education
Division of Inservice Education
65 South Front Street, Room 611
Columbus, Ohio 43266-0308

PART I. IDENTIFYING INFORMATION (Prospectus must be filled out completely)

A. ______________________________
Provider Identification No.

B. ______________________________
Provider Agency Name

C. ____________ / ____________ / ____________ / ____________
Mailing Address / City / State / Zip

D. ____________ / ____________ / ( ) ____________
Contact Person / Position / Telephone

PART II. PROGRAM INFORMATION

A. ______________________________
Program Title

B. ____________ / ____________ / ____________
No. of Contact Hrs. / No. of CEUs / Program Site

____
Date(s)

C. Please check (✓) the process which will be used to report the names, addresses, and social security numbers of persons who meet the attendance requirements for this program.

________ Electronic Transfer ________ Address Sheets: ________ No. Needed

D. List topic(s) or theme(s) to be addressed:

____

E. List major intended learning outcomes:

____

____

F. Identify instructional techniques or strategies that will be used to obtain the intended learning outcomes:

____

____

____

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

G. Identify the assessment techniques or strategies that will be used to determine the achievement of the intended learning outcomes:

____

____

____

____

H. Program Description (Check One)

1. _____ Adult Development
2. _____ Assessment
3. _____ Business Management
4. _____ Career Education
5. _____ Classroom Management
6. _____ Communication Skills
7. _____ Computers
8. _____ Cooperative Learning
9. _____ Counseling
10. _____ Curriculum
11. _____ Economics
12. _____ Effective Schools
13. _____ Effective Teaching
14. _____ Equity Issues
15. _____ Food Service
16. _____ Gifted Education
17. _____ Health Services
18. _____ Home Economics
19. _____ Industrial Technology
20. _____ Interpersonal Relations
21. _____ Intervention
22. _____ Kindergarten
23. _____ Labor Relations
24. _____ Learning Styles
25. _____ Legal Issues
26. _____ Library/Media
27. _____ Management Skills
28. _____ Mathematics
29. _____ Mentor Training
30. _____ Motivation
31. _____ Non-English Speaking Students
32. _____ Office Administration
33. _____ Oral and Written Communication
34. _____ Peer Coaching
35. _____ Personnel
36. _____ Problem Solving
37. _____ Public Relations
38. _____ Real Estate
39. _____ School Finance
40. _____ School Law
41. _____ School Reform
42. _____ Science
43. _____ Social Studies
44. _____ Special Education
45. _____ Supervision of Instruction
46. _____ Teaching of Reading
47. _____ Thinking Skills
48. _____ Trade and Industrial Ed.
49. _____ Transportation
50. _____ Vocational Education
51. _____ Other _______________

I. List major program presenters' names and qualifications. Staple continuation page, if necessary.

1. ____
2. ____
3. ____
4. ____
5. ____

PART III. PLEASE STAPLE COPY OF PROMOTIONAL MATERIAL AND TENTATIVE AGENDA FOR THIS PROGRAM TO THIS FORM.

NOTE: Only prospectus that fully.meets the requirements stated in the guidelines will be considered for CEU credit.

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OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
PRESCHOOL/SCHOOL-AGE CHILD CARE PROGRAM OPERATION
SUPERINTENDENT'S STATEMENT

Instructions

Public schools, CBMR/DD, and chartered nonpublic schools which are not the fiscal agent for a preschool/school-age child care program must complete the form below with the information requested. The signature of the superintendent/chief administrative officer notifies the Ohio Department of Education that the school district, CBMR/DD, or chartered nonpublic school is not currently a fiscal agent for a preschool and/or a school-age child care program. If the school district, CBMR/DD, or chartered nonpublic school is a member of a consortium but not the fiscal agent, the form below must be completed.

Indicate the type of program (one or both programs may be indicated, as applicable) on line 1. Enter the name of the school district, CBMR/DD, or chartered nonpublic school, IRN, county, and telephone number on lines 2, 3, 4, and 5. The typed name and signature of the superintendent or CAO is required on lines 6 and 7.

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
PRESCHOOL/SCHOOL-AGE CHILD CARE PROGRAM OPERATION
SUPERINTENDENT'S STATEMENT

The school district, county board of MR/DD, or chartered nonpublic school listed below is not a fiscal agent for a preschool/school-age child care program.

1. Check the appropriate program: ______ Preschool Program

   ______ School-Age Child Care Program

2. Name of school district, CBMR/DD, or chartered nonpublic school

   ____

3. IRN ________________ 4. County ________________

5. Telephone Number ____

6. Name of superintendent/chief administrative officer (typed)

   ____

7. Signature of superintendent/chief administrative officer

   ____

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SCHOOL ENVIRONMENT INSPECTION FORM

____
Health District

Name of School ____________________ Address ____________________

Clerk, Board of Education ____________________ Address ____________________

Superintendent or Principal ____________________ Address ____________________

Custodians ____

☐ Elementary
☐ Junior High
☐ Senior High
Enrollment ________

No. Classrooms __________
Food Service ☐ Yes ☐ No
Swimming Pool ☐ Yes ☐ No

☐ Municipal Sewage
☐ Public Sewage
☐ Municipal Water
☐ Public Water

Items marked by (x) are explained below with recommendations.

I Surroundings
- A. Location ☐
- B. Grounds, Walkways, and Driveways ☐
- C. Playground Equipment ☐

II Building
- A. Structure ☐
- B. Floor Cleaning and Repair ☐
- C. Walls and Ceiling – Cleaning and Repair ☐
- D. Doors and Windows ☐

III Heating and Ventilation
- A. Thermostat and Thermometer Each Classroom ☐
- B. Temperature and Humidity ☐
- C. Ventilation and Dust Control ☐

IV Lighting
- A. Adequate Artificial Lighting ☐
- B. Maintenance of Fixtures ☐
- C. Quality and Proper Use of Lighting ☐

V Water Supply
- A. Source, Development, and Treatment ☐
- B. Pressure and Chemical Quality ☐
- C. Plumbing, Maintenance, and Design ☐
- D. Drinking Fountains ☐

VI Toilet and Locker Room Facilities
- A. Cleaning, Repair, and Adequacy of
  - 1. Rooms ☐
  - 2. Showers and Toilet Fixtures ☐
  - 3. Lockers and Modesty Equipment ☐
  - 4. Handwashing Facilities ☐
- B. Ventilation ☐
- C. Rest Room Supplies ☐

VII Waste Disposal
- A. Sewage System Operation ☐
- B. Sewage System Maintenance ☐
- C. Refuse and Garbage Disposal ☐
- D. Refuse and Garbage Storage ☐

VIII School Room Facilities
- A. Adequate Equipment and Furnishings ☐
- B. Maintenance of Equipment and Furnishings ☐
- C. Room Population (Overcrowding) ☐

IX Accident Prevention
- A. Traffic Safety ☐
- B. Fire Exits Marked, Adequate ☐
- C. Fire Fighting Equipment ☐
- D. Rooms and Halls Free of Hazards ☐
- E. Stairways and Playgrounds Free of Hazards ☐
- F. Properly Equipped Emergency Room ☐

X Insect and Rodent Control
- A. No Evidence of Insect Infestation ☐
- B. No Evidence of Rodent Infestation ☐
- C. Proper Control Procedures Used ☐

Recommendations:

____

____

____

____

____

____________________ ____________________
Date Sanitarian

• FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
SCHOOL-AGE CHILD CARE PROGRAM EXEMPTION-FUNDS
SUPERINTENDENT'S STATEMENT

Instructions

Public schools, CBMR/DD, and chartered nonpublic schools which operate school-age child care program, do not receive state and/or federal funds to operate a school-age child care program, and do not choose to be licensed, must complete the form below with the information requested. The signature of the superintendent/chief administrative officer notifies the Ohio Department of Education that the school district, CBMR/DD, or chartered nonpublic school listed below operates a school-age child care program but does not receive state and/or federal funds and is, therefore, exempt from licensure. Enter the name of the school district, CBMR/DD, or chartered nonpublic school, IRN, county, and telephone number on lines 1, 2, 3, and 4. The typed name and signature of the superintendent or CAO is required on lines 5 and 6.

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
SCHOOL-AGE CHILD CARE PROGRAM EXEMPTION-FUNDS
SUPERINTENDENT'S STATEMENT

The school district, county board of MR/DD, or chartered nonpublic school listed below does not receive state and/or federal funds to operate a school-age child care program and chooses not to be licensed.

1. Name of school district, CBMR/DD, or chartered nonpublic school

____

2. IRN ________________ 3. County ________________

4. Telephone Number ( ) ________________________________

5. Name of superintendent/chief administrative officer (typed)

____

6. Signature of superintendent/chief administrative officer

____

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S-H12

Building Code Reference
Building code applied at time
of last inspection report ____________________
No information available (new application) ____________
Not applicable ____________________

COUNTY ________

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
FIRE INSPECTION REPORT/PRESCHOOL PROGRAM

Name of Program ____________________ Director ____________
Street Address ________________________________
City, State, Zip Code ____________________________
Person with whom report was discussed ____________________

This is to certify that I inspected the buildings comprising this preschool program and collected the following information.

1. Type of construction: ☐ Frame ☐ Brick ☐ Block ☐ Other ________
   Floors: ☐ Wood ☐ Concrete ☐ Other ____________
   Stairways: ☐ Wood ☐ Concrete ☐ Other ____________

2. Number of floors ________
   What floors have been approved for sleeping arrangements?
   ☐ First ☐ Second ☐ Third
   Explain limitations, if any, on approval for sleeping arrangements
   ____
   ____

3. Rule 3301-37-04, Ohio Administrative Code, requires that preschool programs have fire inspection approval for the care of infants (children under eighteen months of age) and/or nonambulatory children of any age on any floor besides the first floor of a building.
   Has the building been approved for infant or nonambulatory care on any floor besides the first floor? ☐ Yes ☐ No
   Comments ________________________________
   ____

4. Are stairways enclosed? ☐ Yes ☐ No
5. Does facility have adequate and proper means of egress? ☐ Yes ☐ No
6. Proper type and number of fire extinguishers? ☐ Yes ☐ No
   Number ____________
7. Evidence of good housekeeping? ☐ Yes ☐ No
8. Is there a fire service-approved evacuation procedure? ☐ Yes ☐ No
9. If the answer to number 8 is no, did you establish an evacuation plan? ☐ Yes ☐ No
10. Is floor plan for fire evacuation posted? ☐ Yes ☐ No
11. If applicable, what type of fire alarm system is provided? ____________
    ____
    ____

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Is the facility reasonably free from conditions hazardous to the safety of children and approved as such? ☐ Yes ☐ No

If no, list violations:

Below, make the recommendations for correcting all violations listed.

All violations must be corrected. Reinspection and approval are required if any violations listed are not corrected immediately.

Date Inspected ____________	Date Reinspected ____________
	Reinspected and Approved By
Inspected By ____________ Signature	____________ Signature
____________ Title	____________ Title
____________ Name of Fire Department	____________ Name of Fire Department

The preschool director should keep one copy of this form. The local fire department should receive one copy of this form.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

To: **Parent**
Records Control Officer

SPECS P-101

PERMISSION FOR PRESCHOOL SERVICE REVIEW

I, ________________________________ hereby give my permission for the
Parent/Legal Guardian/Surrogate

________________________________ to conduct a Preschool Special
School District

Services Review for ________________ . In giving my permission I understand that
Name of Child
any or all of the following may occur:

1) Review of relevant records.
(Releases of Information will be included.)
2) Interview(s) with myself or caregiver.
3) Observation(s) of my child.
4) Administration of screening instruments.

I further understand and agree that the information collected by the school district will then be reviewed by the Early Childhood Special Services Review Committee and that a recommendation will be made regarding the need for additional evaluations and/or referral for other intervention services.

____
Name of Parent/Legal Guardian/Surrogate

____
Signature

____
Date

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S-H12

SPECS P-113-1

REFERRAL FOR SPECIAL SERVICES REVIEW

Identifying Data:

Name of Child: ______________________ Nickname: ______________

Date of Birth: ______________ Sex: ____ Social Security No. ______________

Parent(s) Name: Mother: ______________ Father: ______________

Parent(s) Address: Mother: ______________________________

____

Father: ______________________________

____

Parent(s) Phone No. Mother: ______________ Father: ______________

Legal Guardian/Surrogate Name: ______________________________

Legal Guardian/Surrogate Address: ______________________________

____

Legal Guardian/Surrogate Phone No.: ______________________________

Directions to Child's Home: ______________________________

____

Name of Person Completing Form: ______________________________

Address of Person Completing Form: ______________________________

____

Phone No. of Person Completing Form: ______________________________

Child's History

A. Medical

1. Who is the child's regular physician? ______________________________
2. When was the child's last physical examination? ______________________
3. Has the child attended any of the following?

   a. Health Department Clinics Yes ☐ No ☐

   Which Clinics and when ______________________________

   ____

   ____

   Is the child receiving benefits from the Bureau for Children with Medical Handicaps (BCMH)? Yes ☐ No ☐

   b. Health Chek or Healthy Start Yes ☐ No ☐

   When was the last appointment? ______________________________

   c. WIC (Women's Infants, Children) Physical Yes ☐ No ☐

   When was it done? ______________________________

   d. Hospital Clinics Yes ☐ No ☐

   Which hospitals/clinics and when? ______________________________

   ____

   ____

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4. Have any of the following types of evaluations been done with the child?
   a. Speech/Language Yes ☐ No ☐
   Where? ____________ When? ____________
   b. Physical Therapy Yes ☐ No ☐
   Where? ____________ When? ____________
   c. Occupational Therapy Yes ☐ No ☐
   Where? ____________ When? ____________
   d. Vision Yes ☐ No ☐
   Where? ____________ When? ____________
   e. Hearing Yes ☐ No ☐
   Where? ____________ When? ____________
   f. Cognitive/Ability Testing Yes ☐ No ☐
   Where? ____________ When? ____________

5. Were there any complications during pregnancy? Yes ☐ No ☐
   If yes, please describe ____________

   Were there any complications during or immediately following child's birth? Yes ☐ No ☐
   If yes, please describe ____________

   Where was the child born? ____________
   Who delivered the child? ____________

B. Developmental History

1. Motor
   a. At what age did the child sit independently? ____________
   b. At what age did the child crawl? ____________
   c. At what age did the child take his/her first steps independently? ____________
2. Language
   a. At what age did the child say words that were understandable? ____________
3. Toilet training
   a. When did the child sleep through the night without diapers? ____________
   b. Is the child totally toilet trained? Yes ☐ No ☐
   If not, at what level of toilet training is the child? ____________

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C. Family History:

1. With whom does the child live? ______________________________

2. Siblings? 2.a. Others in Home?

Names	Ages	Names
/	/	
/	/	
/	/	
/	/	
/	/	
/	/	

3. With whom does the child stay during the day? ______________________________

(Name of person and relationship to child or care center.)

4. Describe a typical day for the child.

What time does he/she wake up? ______________________________

What are typical morning activities? ______________________________

What are typical meal times? Where and with whom does the child eat? ______________________________

What does the child like to eat? ______________________________

What are typical nap and bed times? ______________________________

How many hours does the child nap? ______________________________

How many hours does the child sleep at night? ______________________________

How often does the child wake up during the night and need attention? ______________________________

Does the child play with other children during the day? Yes ☐ No ☐

Does the child have special needs that require daily care or daily activities from the caretaker? Yes ☐ No ☐

If yes, please describe

____

What does the child like to play with? ______________________________

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SPECS P-113-4

Intervention

A. Has the child ever received any of the following special services, treatments or therapies?

1. Speech/Language Yes ☐ No ☐
   Where? ____________ When? ____________
   Therapist's Name ____________
2. Physical Therapy Yes ☐ No ☐
   Where? ____________ When? ____________
   Therapist's Name ____________
3. Occupational Therapy Yes ☐ No ☐
   Where? ____________ When? ____________
   Therapist's Name ____________
4. Orientation and Mobility Training Yes ☐ No ☐
   Where? ____________ When? ____________
   Specialist's Name ____________
5. Auditory Training/Rehabilitation Yes ☐ No ☐
   Where? ____________ When? ____________
   Specialist's Name ____________
6. Infant Stimulation/Supportive Home Services Yes ☐ No ☐
   Where? ____________ When? ____________
   Teacher's Name ____________
7. Psychological Counseling Yes ☐ No ☐
   Where? ____________ When? ____________
   Counselor's Name ____________
8. Other Yes ☐ No ☐
   Where? ____________ When? ____________
   Specialist's Name ____________

B. List present or past preschools and dates attended

Where? ____________ When? ____________
Where? ____________ When? ____________
Where? ____________ When? ____________
Where? ____________ When? ____________
Where? ____________ When? ____________

C. Has the parent(s)/family ever received or participated in any of the following support services? Please check (✓)

☐ A parenting group or parent support group.
☐ Family counseling to assist with child's special needs.
☐ Respite care.
☐ Other (specify) ____________

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SPECS P-113-5

PRESENT LEVELS OF PERFORMANCE

Please describe the child's present skills in the following areas by checking the box in each section which most closely describes the child's best current performance, making comments as needed.

Name and Title of Person Completing Form: ______________________________

Method Used: (✓) check ☐ Observation ☐ Structured Interview

Eating
- ☐ needs to be fed
- ☐ partially self-feeds
- ☐ eats and drinks independently

Dressing
- ☐ needs to be dressed
- ☐ removes small articles of clothing
- ☐ dresses self except shoes

Toileting
- ☐ wears diapers
- ☐ uses potty with help
- ☐ independent

Attention
- ☐ needs constant attention/supervision
- ☐ occupies self with toys for ten or more minutes
- ☐ attends to small group activity for ten or more minutes

Receptive
- ☐ does not appear to understand words
- ☐ shows understanding of several words, e.g., "mommy," or "pop"
- ☐ can follow simple commands such as "Give Daddy the cookie"

Expressive Language
- ☐ uses gestures and/or sounds
- ☐ says at least ten words you can understand
- ☐ says two or three words together
- ☐ uses sentences

Hearing
- ☐ does not respond regularly to sounds
- ☐ looks at or reacts correctly to sources of sounds (looks at phone when it rings, looks out the window when a truck passes, turns when name is called)
- ☐ responds to simple directions given when back is turned

Cognitive
- ☐ looks for toy or person who is out of sight
- ☐ shows understanding of how things work by turning things on/off, activating a variety of toys or directing adults to do so

Cognitive (continued)
- ☐ sorts toys or objects by at least one feature (color, size, shape)
- ☐ counts to four and names 2 or 3 colors

Fine Motor
- ☐ needs help to pick up small pieces of food or small toys
- ☐ independently picks up small toys and transfers hand to hand
- ☐ draws one or more recognizable form (circle, line, etc.) with crayon, chalk, or pencil

Play
- ☐ needs stimulation to be provided by another person
- ☐ holds and manipulates toys (shakes, chews, bangs, etc.)
- ☐ uses some toys and objects appropriately (pushes truck, rocks baby, uses brush to brush hair, etc.)
- ☐ uses imagination to play (pretends to cook dinner, pretends to be Mommy going to work, dresses like Daddy)

Gross Motor
- ☐ needs to be carried or moved by another person
- ☐ crawls or cruises on furniture
- ☐ walks independently

Vision
- ☐ does not show recognition of people or objects by sight
- ☐ recognizes familiar people and toys, locates familiar objects in house, e.g., shoes, tooth brush, t.v.
- ☐ points to and names things and people in pictures

Social
- ☐ shows little response to other people
- ☐ enjoys frolic play, peek-a-boo, pat-a-cake
- ☐ will sometimes share toys and cooperate in play
- ☐ takes turns in simple games (Duck Duck Goose, The Farmer in the Dell)

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RECOMMENDED DISPOSITION

SPECS P-113-6

Preschool Special Services Committee Review

(✓) check **Data suggests the following:**

☐ Presence of suspected disability and a Multifactored Evaluation is required

Suspected area(s) of disability (please ✓ check)

- ☐ Cognitive Ability
- ☐ Hearing Abilities
- ☐ Social-Emotional/Behavioral
- ☐ Adaptive Behavior
- ☐ Vision Abilities
- ☐ Communication
- ☐ Motor Functioning

☐ Data does not suggest presence of suspected disability (please ✓ check)

☐ a. No further action is indicated

☐ b. Rescreen by ____________________ by ____________________
Date Person Responsible

☐ c. Refer to other community agencies:

Agency Name	Committee Member Responsible

Committee members who disagree with the above recommendation(s) shall submit a separate statement.

____
Name of Committee Chairperson

____
Signature of Committee Chairperson

____
Date

☐ The parent has requested a multifactored evaluation and has indicated the following area(s) of suspected deficit: (please ✓ check)

- ☐ Cognitive Ability
- ☐ Hearing Abilities
- ☐ Social-Emotional/Behavioral
- ☐ Adaptive Behavior
- ☐ Vision Abilities
- ☐ Communication
- ☐ Motor Functioning

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To: Multifactored Evaluation Team **SPECS P-113a**

Name of Child___________________________________ D.O.B. __________________________

EARLY CHILDHOOD COMMITTEE MULTIFACTORED EVALUATION PLANNING CHART

As a committee, make decisions regarding how each area shall be addressed. In the appropriate box, write the name of the person who will be responsible and the approximate date of expected accomplishment. Check (✓) appropriate box when completed.

	Structured Interview	✓	Structured Observation	✓	Norm-Referenced	✓	Criterion-Referenced	✓
a. Background								
b. Adaptive Behavior								
c. Cognitive Ability								
d. Communication								
e. Hearing Abilities								
f. Preacademic								
g. Sensorimotor								
h. Social-Emotional/ Behavioral								
i. Vision Abilities								
j. Medical								
k. Summary								

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To: **Parent(s)**
Referral Source

SPECS P-114

PARENT NOTIFICATION OF RECOMMENDED DISPOSITION BY PRESCHOOL SPECIAL SERVICES COMMITTEE

Date ____________________________

Dear ____ ,

On ______ / ______ / ______ the Preschool Special Services Review Committee met to
Date
review the data/information regarding your child. As a result of this review the following is recommended:

(✓ where appropriate)

☐ 1. There is a suspected disability in the following area(s) and a multifactored evaluation is needed. (Please ✓ check)

☐ Cognitive Ability
☐ Hearing Abilities
☐ Social-Emotional/Behavioral
☐ Motor Functioning
☐ Adaptive Behavior
☐ Vision Abilities
☐ Communication

Information regarding this process, your rights as a parent, and a request for permission for the evaluation is either included or will be sent to you within 30 days.

☐ 2. A disability is not suspected and the following is recommended.

(✓ where appropriate)

☐ No further action is indicated
☐ A rescreening is suggested by

Date	Person Responsible
______________________	______________________________

☐ A referral to one or more of the following agencies is recommended.

Agency Name	Person Responsible	Phone No.
______________	______________________	____________
______________	______________________	____________
______________	______________________	____________

Please understand that these are recommendations. If you do not agree with these recommendations or have questions/concerns, please contact ______________________ (Name) ______________ (Phone No.) as soon as possible.

Sincerely,

____
Signature

____
Name and Title

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S-H12

INDIVIDUALIZED EDUCATION PROGRAM

SPECS P-125-1

IEP Meeting Date ____ / ____ / ____ Effective School Year ____________

☐ Initial Placement
☐ Periodic Review

Child's Name ____________ D.O.B. ____ / ____ / ____ C.A. ________ Sex ______

Parent(s) ______________________ Phone ____________

Address ______________________________

District of Residence ____________ District/Agency of Attendance ____________

Location of Special Education Program and/or Related Services ____________

Date of Next Schedule Review ____ / ____ / ____
Month Day Year

AREA(S) OF DOCUMENTED DEFICIT: (check all that apply)

☐ Cognitive & Adaptive Behavior
☐ Cognitive & One or More of the Areas Listed Below
☐ Adaptive Behavior & One or More of the Areas Listed Below
☐ Communication Skills
☐ Hearing Abilities
☐ Motor Functioning
☐ Social & Emotional/Behavior Functioning
☐ Vision Abilities

PRESENT LEVELS OF DEVELOPMENT/FUNCTIONING

Domains of developmentally appropriate curriculum affected by area(s) of documented deficit(s): (✓ **all that apply**)

☐ Adaptive ☐ Cognitive ☐ Sensorimotor ☐ Aesthetic ☐ Communication ☐ Social-Emotional

☐ Other (please specify) (1.) ____________ (2.) ____________ (3.) ____________

Records Control Officer–White • Parent–Canary • Program Teacher–Pink • Related Service Provider–Goldenrod

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INDIVIDUALIZED EDUCATION PROGRAM

SPECS P125-1-a

Child's Name ______________________ D.O.B. ___/___/___ Page ______ of ______

PRESENT LEVELS OF DEVELOPMENT/FUNCTIONING (CONTINUED)

Records Control Officer–White • Parent–Canary • Program Teacher–Pink • Related Service Provider–Goldenrod

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S-H12

INDIVIDUALIZED EDUCATION PROGRAM

SPECS P-125-2
Revised 9/91

Child's Name ______________________ D.O.B. ___ / ___ / ___ Page ______ of ______

Annual Goals	Short-Term Instructional Objectives Including Objective Criteria and Evaluation Procedures	Check (✓) and date if met

Records Control Officer–White • Parent–Canary • Program Teacher–Pink • Related Service Provider–Goldenrod

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INDIVIDUALIZED EDUCATION PROGRAM

S-H12

SPECS P-125-3

Child's Name ______________________ D.O.B. ___/___/___ Page _____ of _____

DETERMINATION OF LEAST RESTRICTIVE ENVIRONMENT

Based upon the IEP Goals and Objectives and the Strengths and Needs of the Family, the IEP Conference Participants Have Discussed the Following Least Restrictive Environment Options:

Program (Check ✓)	Location options where special education services may be delivered (list all options available and check options considered)		Participation with Typically Developing Peers Available Check ✓ Yes	or No
Center Based ☐	______________________	☐	☐	☐
	______________________	☐	☐	☐
	______________________	☐	☐	☐
Itinerant ☐	Home	☐	☐	☐
	Parent Selected Licensed Child Care/Preschool/Kindergarten	☐	☐	☐
	Public School Kindergarten	☐	☐	☐

SPECIAL EDUCATION PROGRAM

Based upon the Discussion of Least Restrictive Environment Options, the Following Program Has Been Selected.

Program	Location	Number of Hours	Extent of Participation with Typically Developing Peers	Date of Initiation	Anticipated Duration	Date Terminated
				/ /		/ /
				/ /		/ /
				/ /		/ /

Needs Necessitating Placement in Separate Facility: (If child is placed in separate facility, document needs necessitating such placement) ______________________

RELATED SERVICES

Service	Location	Type of Service (Check ✓) Consultation	Classroom by Therapist	Pullout	Date of Initation	Anticipated Duration	Date Terminated
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /

IEP MEETING PARTICIPANTS

(Sign only when in agreement)

Teacher
Name: ______________
Position: ______________
Signature: ______________

District Representative
Name: ______________
Position: ______________
Signature: ______________

Parent/Guardian/Surrogate
Name: ______________
Position: ______________
Signature: ______________

Evaluation Team Member
Name: ______________
Position: ______________
Signature: ______________

Other
Name: ______________
Position: ______________
Signature: ______________

Other
Name: ______________
Position: ______________
Signature: ______________

IEP Meeting Participants who disagree shall submit a separate statement.

PARENT/GUARDIAN/SURROGATE SIGNATURE

Please Check (✓)

- ☐ I have read and understand the contents of the IEP and was provided the opportunity to participate in it's development.
- ☐ I give my permission for placement and services herein.
- ☐ I waive my right to notification by certified mail of the placement decision.

Parent/Guardian/Surrogate Signature: ______________________ Date: ____________

I do not give my permission for the placement proposed and I understand that no change in educational placement shall occur until present differences are resolved.

Parent/Guardian/Surrogate Signature: ______________________ Date: ____________

Superintendent Signature: ______________________ Date: ____________

Records Control Officer–White • Parent–Canary • Program Teacher–Pink • Related Service Provider–Goldenrod

FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

To: Records Control Officer
LDC
Teachers
Provider District

SPECS P-134-1

MULTIFACTORED EVALUATION TEAM REPORT

Name of Child ________________________________

D.O.B. ______________ Social Security Number ______________

Parent(s)/Legal Guardian/Surrogate Name ______________________

Address ________________________________

City ______________________ State ________ Zip Code ________

Telephone Number ______________________________

Name(s) Position(s) of Person(s) Making Referral ______________________

____

____

____

Reason for Referral

____

____

____

____

Date of Referral ______________________________

Suspected Area of Disability (Check ✓ all that apply)

- ☐ Cognitive and Adaptive Behavior
- ☐ Cognitive and One or More Areas Listed Below
- ☐ Adaptive Behavior and One or More Areas Listed Below
- ☐ Communication Skills
- ☐ Hearing Abilities
- ☐ Motor Functioning
- ☐ Social-Emotional/Behavioral Functioning
- ☐ Vision Abilities

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SPECS P-134-2

Name of Child ______________________ D.O.B. ____________

I. Background

Person(s) Completing Section ______________________

Agency(ies) and Title(s) ______________________

Information Provided by ______________________

A. Developmental ______________________

B. Family ______________________

C. Medical ______________________

D. Educational History (When Appropriate) ______________________

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SPECS P-134-3

Name of Child ________________________ D.O.B. ______________

II. Observation Data (Required for all preschool children)

Name(s) of Person(s) Conducting Observation ______________________

Agency(ies) and Title(s) ______________________________

Observation Date ______________________________

Setting ______________________________

A. Describe and summarize behaviors observed in area(s) of suspected disability.

B. Describe and summarize behavior observed in other domains
(list domains observed):

C. Interpretation (results compared to typical development).

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OBSERVATION GUIDE

Please try to observe the child's behavior in the following domains. Pay special attention to the circled domains which are suspected areas of disability.

This guide is intended to provide a guide to behaviors which you need to observe and to provide a reference guide for typical development.

Please be specific in your observation about the child's environment, activity, and behavior during the observation period.

VISION

- Follows you or a favorite toy with eyes by 4 months
- Holds head straight rather than in tilted or awkward positions
- Seems able to locate and pick up small objects by age 1 year
- Eyes do not seem to hurt
  Eyes look healthy
  (Eyelids are not red, watery, or puffy)
- Eyes are not crossed

HEARING

- Responds to the sound of a bell or a door slamming by 1 month
- Turns toward sounds or voices by age 6 months
- Has few earaches
- Talks in a normal voice, not too loudly or softly
- Seems to hear you when you call from another room
- Seems to hear as well with one ear as the other (Does not always turn the same ear toward voices or sounds)

PLAYING

- Reaches for and holds rattle or squeaky toy placed in his or her hand by 5 months
- Plays games like "pat-a-cake" and "peek-a-boo" by age 1 year
- Imitates grown-ups doing simple chores by 18 months
- Shows that he or she enjoys play by wiggling and laughing or by crying when game stops
- Plays with other children by age 3 years
- Shares and takes turns with others some of the time by age 4 years

COMMUNICATION

- Makes noises other than crying by 2 months
- Makes high pitched happy squeals by 6 months
- Says words like "mama" and "dada" by 1 year
- Says at least 3 words other than "mama" or "dada" by 18 months
- Combines two or more different words by age 2 years
- Can carry on a simple conversation by age 3 years
- Repeats easy rhymes or jingles by age 3 1/2 years
- Can be understood by people not familiar with the child's speech by age 4 years

COGNITIVE

- Responds to his or her own name by 6 months
- Looks for an object which is removed from sight by 9 months
- Points to body parts like eyes, nose, mouth, or tummy by 2 years
- Follows simple directions by age 2 1/2 years
- Understands in, on, under, etc. by 3 years

SENSORIMOTOR

- Lifts head when placed on tummy by 3 months
- Rolls over by 5 months
- Sits alone by 8 months
- Stands and walks by 18 months
- Scribbles on paper with a pencil or crayon by 2 years
- Throws a ball overhand by 2 1/2 years
- Builds a tower of 6 or more blocks by 3 years
- Balances on one foot by age 4 years

ADAPTIVE (Self-Help)

- Feeds self a cracker by 8 months
- Drinks from a cup without spilling much by 18 months
- Tries to help with simple household tasks like picking up toys, getting things, and bringing them to you, etc., by 2 years
- Puts on some of his or her own clothes such as socks, shirt, or pants by 3 years
- Uses toilet with few accidents by 3 1/2 years

Indicate in the text of your observation any maladaptive behaviors which you observed, including but not limited to: aggressive behavior toward others; destructive behavior; self-stimulation; atypical communication such as repetitive speech; rigid or repetitive behavior; non compliance. Also indicate intensity and frequency of the above behaviors.

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SPECS P-134-4

Name of Child ______________________ D.O.B. ______________

III. **Structured Interview** (Required for all preschool children)

Name(s) of Person(s) Conducting Interview ______________________

Agency(ies) and Title(s) ______________________

Name of Informant(s) ______________________

Date of Interview ______________________

Instrument ______________________

A. Describe and summarize the concepts/behaviors/skills the child is reported to have acquired:
   1. In the area of suspected disability

   2. In other domains

B. Describe and summarize the concepts/behaviors/skills the child is reported not to have acquired:
   1. In the area of suspected disability

   2. In other domains

C. Interpretation (results compared to typical development).

---

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules* 9/91

SPECS P-134-5

Name of Child ______________________ D.O.B. ____________

IV. Standardized Norm-Referenced Data (Required in area(s) of suspected disability except in cases of vision and hearing)

Name(s) of Person(s) Conducting the Assessment ______________________

Agency(ies) and Title(s) ______________________

Name of Instrument(s) ______________________

Date of Assessment(s) ______________________

Setting(s) ______________________

Suspected Disability Area(s) ______________________

A. Results

Test/Subtests (list)	Standard Score	S.D. Score

B. Describe and summarize the concepts/behaviors/skills demonstrated by the child on this assessment.

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SPECS P-134-5a

Name of Child ________________________ D.O.B. ________________

C. Describe and summarize the concepts/behaviors/skills not demonstrated by the child on this measure.

D. Interpretation (compare results to typical development).

E. Examiner's opinion regarding the reliability of estimate of child's functioning including overall rapport, adequacy/applicability of the instrument, other relevant factors.

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SPECS P-134-6

Name of Child ______________________ D.O.B. ____________

V. **Vision Criteria** (Standardized norm-referenced data for children with suspected disabilities in vision)

Name(s) of Person(s) Conducting the Assessment ____________________

Agency(ies) and Title(s)____________________

Name of Instrument(s) ____________________

Date of Assessment(s) ____________________

Setting ____________________

	Left	Right
A. Visual acuity: uncorrected	______ / ______	______ / ______
corrected	______ / ______	______ / ______

B. If acuity is better than 20/70 in the better eye with correction, describe any physical eye condition that affects visual functioning such that special education placement, materials, and/or services may be required.

C. Describe the impact of the visual impairment on normal development and functioning.

D. Examiner's opinion regarding reliablity of estimate of child's functioning including overall rapport, adequacy/applicability of the instrument, other relevant factors.

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SPECS P-134-7

Name of Child ______________________ D.O.B. ______________

VI. Hearing Criteria (Standardized norm-referenced data for children with suspected disabilities in hearing)

Name(s) of Person(s) Conducting the Assessment ______________________

Agency(ies) and Title(s) ______________________

Name of Instrument(s) ______________________

Date of Assessment(s) ______________________

Setting ______________________

A. Average Pure Tone (APT) Hearing Loss in Better Ear:

	Left	Right
500 Hertz	________ dB	________ dB
1000 Hertz	________ dB	________ dB
2000 Hertz	________ dB	________ dB

B. If the APT hearing loss is at least 25dB's, but not greater than 50, in the better ear, provide documentation of one of the following:

1) A more severe hearing loss during the developmental years than is currently measured,
2) A delay in diagnosis, provision of amplification, and/or initiation of special programming; or
3) A history of chronic medical problems that have resulted in fluctuating hearing, presently or in the past, or
4) A hearing loss in excess of twenty-five decibels (ANSI) for the frequencies one thousand Hertz through eight thousand Hertz in the better ear, resulting in such poor auditory discrimination that it has an adverse effect upon the child's educational performance.

C. Describe the impact of the hearing loss on normal development and functioning.

D. Examiner's opinion regarding reliability of estimate of child's functioning including overall rapport, adequacy/applicability of the instrument, other relevant factors.

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SPECS P-134-8

Name of Child ______________________ D.O.B. ______________

VII. Criterion-Referenced/Curriculum-Based Assessment

(Required for all preschool children in area(s) of suspected disabilities)

Name(s) of Person(s) Conducting the Assessment ______________________

Agency(ies) and Title(s) ______________________

Name of Instrument(s) ______________________

Area(s) Assessed ______________________

Date of Assessment(s) ______________________

Setting ______________________

A. Describe and summarize the concepts/behaviors/skills successfully demonstrated.

B. Interpretation (compare results to typical development) and summarize.

---

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SPECS P-134-9

Name of Child ______________________ D.O.B. ______________

VIII. General Assessment Results (Required for all preschool children)

Medical Date: ______________________
(if related to area of suspected disability)
Person/Title Conducting Screening: ______________________

Results: ______________________

____

____

Vision Screening Date: ______________________

Person/Title Conducting Screening: ______________________

Results: ______________________

____

____

Hearing Screening Date: ______________________

Person/Title Conducting Screening: ______________________

Results: ______________________

____

____

Current Levels of Functioning:

A. If domain(s) have been previously described/summarized, indicate page number.

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SPECS P-134-9a

Name of Child ______________________________ D.O.B. ____________________

B. If domain(s) have not been previously described/summarized, indicate evaluation procedure or instrument(s) used and describe/summarize result(s), including name, evaluator, and date of evaluation.

Adaptive Behavior

Cognitive Ability

Communication Skills

Preacademic Skills

Sensorimotor/Motor Functioning

Social-Emotional/Behavioral Functioning

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To: **Parent** **SPECS P-134-10**

IX. Summary and Interpretation of Multifactored Evaluation

Name of Child ______________________ D.O.B. ______________

Date of Multifactored Evaluation ______________________________

1. Summary of the child's strength(s) based on the multifactored evaluation.

2. Summarize the results obtained across the four methodologies in the area(s) of suspected disability.

3. Compare the child's performance in the area(s) of suspected disability to the performance expected of a typically developing child of the same age.

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To: Parent **SPECS P-134-10a**

Name of Child ______________________________ D.O.B. ____________________

4. Summarize the effect(s) that the area(s) of suspected disability has on normal development and functioning.

5. Suggested Intervention Strategies.

____
Signature of Multifactored Evaluation Team Chairperson

____
Name and Title of Multifactored Evaluation Team Chairperson

____
Date

____
Address

____
Telephone Number

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To: **Parent** **SPECS P-134-11**

Name of Child ______________________ D.O.B. ______________

VIII. Determination of Eligibility

1. Do the data obtained from the standardized norm-referenced instrument, the structured interview and observations, and the criterion-referenced or curriculum-based assessment confirm the existence of a documented deficit (Rule 3301-02)?

   If so, list the area(s) of documented deficit:

   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No

2. Does the deficit(s) have an adverse effect on normal development and functioning?

   List each deficit and indicate.

   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No

3. Is the deficit(s) solely a result of an environmental, cultural, or economic factor?

   List each deficit and indicate.

   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No

4. Does the data from the four methodologies suggest that this is a preschool child with a disability? ☐ Yes ☐ No

5. Team members signatures/titles who agree with the results of the multifactored evaluation.

Name	Title

6. Team members signatures with dissenting opinion (attach opinion).

Name	Title

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LICENSURE REQUIREMENTS HIGHLIGHTS FORMS DESCRIPTION CHECKLIST

Form Description	Color	Completed by	Purpose	Supt/CAO signature required	Return to ODE	Check as completed
ECEL 1.0* Building Registration	blue	school	To obtain demographic information	yes	yes	—
ECEL 2.1 and ECEL 2.2* Building/site Plan	green	school	To provide a floor plan of space	no	yes	—
			To determine maximum occupancy	no	yes	—
ECEL 3.0* Building Inspection	yellow	supt/CAO or supt/CAO and local building official	To document that the building was inspected for use with preschool children	yes	yes	—
ECEL 4.0 Program Operation	fuchsia	supt/CAO	To notify ODE the district, CBMR/DD, non-public is not a fiscal agent for a preschool program	yes	yes	—
ECEL 5.0 Contract Notification	pink	supt/CAO	To notify ODE the district, CBMR/DD, non-public school is the fiscal agent of a program and contracts with another provider	yes	yes	—
ECEL 6.0 Program Exemption-Funds	grey	supt/CAO	To notify ODE the district, CBMR/DD, non-public school does not receive state and/or federal funds to operate a SACC program	yes	yes	—
Fire Inspection*	buff	local fire official	To document current fire inspection	no	yes	—
School Environment Inspection Form*	buff	local health official	To document current health inspection	no	yes	—
School Food License*	not included	local health official	To document current food license	no	yes	—

*** REQUIRED FOR LICENSURE APPLICATION**
Submit an original and one copy for all forms completed

• FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

S-H12

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
BUILDING INSPECTION FORM

Section I

Application is for: (check one)
1. ____ an existing preschool program in an existing school facility (complete Part I)
2. ____ a new school-age child care program in an existing school facility (complete Part I)
3. ____ an existing school-age child care program in an existing school facility (complete Part I)
4. ____ a new preschool program in a school facility (complete Part I and II)
5. ____ a new preschool program in a non-school facility (complete Part I and II)
6. ____ an existing preschool program in a non-school facility (complete Part I and II)
7. ____ a change of Use (complete Part I and II)
8. ____ a new school-age child care program in a non-school facility (complete Part I and II)
9. ____ an existing school-age child care program in a non-school facility (complete Part I and II)

Part I To be completed by the applicant	
Name of School District	County
Address	City, Zip
	Date of last fire safety inspection ____________
Signature of superintendent/chief administrative officer If this application is for an existing preschool or school-age child care program located in an existing school facility, attach a copy of the fire safety inspection dated within the last 12 months. Part II is not required.	

Part II To be completed by the building official

Certificate of Use & Occupancy issued:

_____ Existing Use (OAC 4101:2-1-27D) _____ Temporary (OAC 4101:2-1-27E)

_____ New or altered Construction, Change of Use

Date of Approval: Use Group:

Conditions or Limitations of Approval:
(Indicate any additional conditions or attach a copy of the Certificate of Use and Occupancy that lists them. Use reverse side, if necessary.)

Approved floor	If entire floor is not approved, describe approved location	Age limitations

Inspection(s) Performed: _____ Safe and Sanitary (ORC 3781.06) _____OBBC

Name of Building Department: Telephone number:

Signature of Chief Building Official Date:

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

S-H12

Use this space to indicate any additional conditions or attach a copy of the Certificate of Use and Occupancy that lists them

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

S-H12

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
BUILDING REGISTRATION

This form is to be used to record and maintain demographic information about each building to be licensed. Has information about this building been recorded previously? ___ Yes (update) ___ No

FOR DIVISION USE ONLY

Coordinator ____________________
SERRC ____________________
Date ____________________

Section I

ODHS license Yes _____ No _____
Expiration date ____________________

Section II

1. Fiscal Agent Name ____________________
2. Fiscal Agent IRN ____________________ 3. County ____________________
4. a. Superintendent/CAO ____________________
   b. Superintendent of the diocese, if different from 4a ____________________
5. Building name in which program is located ____________________
6. IRN ____________________
7. Building contact person ____________________
8. Telephone ( ) ____________________
9. Building address in which program is located: ____________________
   ____________________ Zip ____________
10. Directions to building location ____________________
    ____
11. Mailing address (if different from above): ____________________
    ____________________ Zip ____________

Section III

1. Program type: (check one) ______Preschool ______School-age Child Care
2. Preschool program operation hours: From _____to _____ Days of Operation: M T W Th F
3. School-age child care operation hours: a. From ___to ___ Days of Operation: M T W Th F
   b. From ___to ___ Days of Operation: M T W Th F
   Explain schedule in detail for #2 or #3, whichever applies ____________________
4. Ages of children served: Preschool 0 1 2 3 4 5 School-age child care 5-11 11-15
5. Number of classes/groups in each building ____________
6. Months program in operation: Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec

• FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

Section IV

SUPERINTENDENT ASSURANCES

I assure that the preschool program listed on the reverse side will be operated in accordance with the *Rules for Preschool Programs 3301-37 O.A.C.* and, if applicable, *Early Intervention Program 5123:2-1 O.A.C.* section 04 (C) and (H) and *Rules for the Education of Preschool Children with Disabilities 3301-31 O.A.C.* rule 03 (G), (H), (J), and (K) and rule 04 (A)(1), (A)(2), and (B).

Date　　　　Superintendent/CAO Signature

Section V

SUPERINTENDENT ASSURANCES

I assure that the school-age child care program listed on the reverse side will be operated in accordance with the *Rules for School Child Care Programs 3301-37 O.A.C.*

Date　　　　Superintendent/CAO Signature

Section VI

CHARTERED NONPUBLIC SCHOOLS LICENSURE EXEMPTION STATEMENT

I choose to obtain licensure for my preschool/school-age child care program through the Ohio Department of Human Services. It is my responsibility to initiate the procedure for application to obtain licensure or renewal of licensure for said programs. I understand failure to meet application or renewal requirements for licensure as established by the Ohio Department of Human Services shall not revert to the Ohio Department of Education.

Date　　　　Chief Administrative Officer Signature

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

ECEL 2.1 (1-92)
A-Preschool

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
BUILDING/SITE PLAN

PRESCHOOL

Section I

1. Fiscal Agent Name ______________________ IRN ____________
2. Building Name ______________________ IRN ____________

Section II

Attach a *floor plan* that reflects all indoor and outdoor areas used by preschool programs when the programs are in operation. Label the building/site plan with fiscal agent name and building name. The floor plan must identify all of the following information:

1. Label all classroom INDOOR SPACE.
2. Label all PLAY SPACE (may include a combination of indoor and outdoor space).
3. Label dimensions in feet and inches.
4. Label the floor/story of building where the classroom is located.

Section III

Calculate the maximum number of preschool children who may occupy the INDOOR SPACE at one time.

A. Calculate the total square feet available in the building for classroom INDOOR space according to the specifications in the floor plan as listed in Section II-1 above.
   1. Add the lengths of all rooms (INDOOR space) ____________
   2. Add the widths of all rooms (INDOOR space) ____________
   3. Multiply total width by total length = square feet ____________
   4. Divide by 35 square feet ____________

The number in Line 4 reflects the maximum number of preschool children the classroom indoor space identified in the building plan can accommodate at one time.

• FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

ECEL 2.1 (1-92)
A-Preschool

Section IV

Calculate the maximum number of preschool children who may occupy play space (indoor/outdoor) at one time.

A. Calculate the total square feet available for play space according to the specifications in the floor plan as listed in Section II above.

1. Multiply Width by Length = Square Feet ____________________
2. Divide by 60 square feet ____________________

The number in Line 2 reflects the maximum number of children the play space (indoor/outdoor) identified in the building plan can accommodate at one time.

• FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

ECEL 2.1 (1-92)
B-SACC

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
BUILDING/SITE PLAN

SCHOOL-AGE CHILD CARE

Section I

1. Fiscal Agent Name ______________________________ IRN ________________

2. Building Name ______________________________ IRN ________________

Section II

Attach a *floor plan* that reflects all indoor and outdoor areas used by SACC programs when the programs are in operation. Label the building/site plan with fiscal agent name and building name. The floor plan must identify all of the following information:

1. Label all INDOOR SPACE as PRIMARY, SECONDARY, AND/OR TERTIARY SPACE.

   *If the primary space allows 35 square feet per child when the maximum number of children are in attendance, there is no need to identify secondary space on the floor plan. Use **P** to identify the primary space on the floor plan.

   *When space other than primary space is needed to meet the 35 square feet per child requirement with the maximum number of children permitted in attendance, identify both secondary and tertiary space on the floor plan. Use **S** to identify the secondary space and **T** to identify the tertiary space on the floor plan.
2. Label all OUTDOOR SPACE
3. Label **P**, **S**, and **T** space dimensions in feet and inches.
4. Label the floor/story of building where the INDOOR space is located.

Section III

Calculate the maximum number of school age children who may occupy the INDOOR SPACE at one time.

A. Calculate the total square feet available in the building for PRIMARY indoor space according to the specifications in the floor plan as listed in Section II-1 above.

1. Add the lengths of all rooms (PRIMARY space) ________________________

2. Add the widths of all rooms (PRIMARY space) ________________________

3. Multiply total width by total length = square feet ________________________

4. Divide by 35 square feet ________________________

The number in Line 4 reflects the maximum number of school age children the indoor space identified in the building plan can accommodate at one time.

• FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

B. If secondary space is identified, calculate the total square feet available for SECONDARY indoor space according to the specifications in the floor plan as listed in Section II-1 above.

1. Add the lengths of all rooms (SECONDARY space) ______________________
2. Add the widths of all rooms (SECONDARY space) ______________________
3. Multiply total width by total length = square feet ______________________
4. Divide by 35 square feet ______________________

*Note - Secondary space may only account for one fourth of the total square footage for the program. To test this, add primary and secondary space total square footage. This is the denominator. Use the total square footage calculated for secondary space III-B-4 as the numerator. Divide the numerator by the denominator. The result must be 25% or less. If the result is greater than 25%, additional primary space must be identified on the floor plan.

Section IV

Calculate the maximum number of school age children who may occupy OUTDOOR space at one time.

A. Calculate the total square feet available for OUTDOOR space according to the specifications in the floor plan as listed in Section II-2 above.

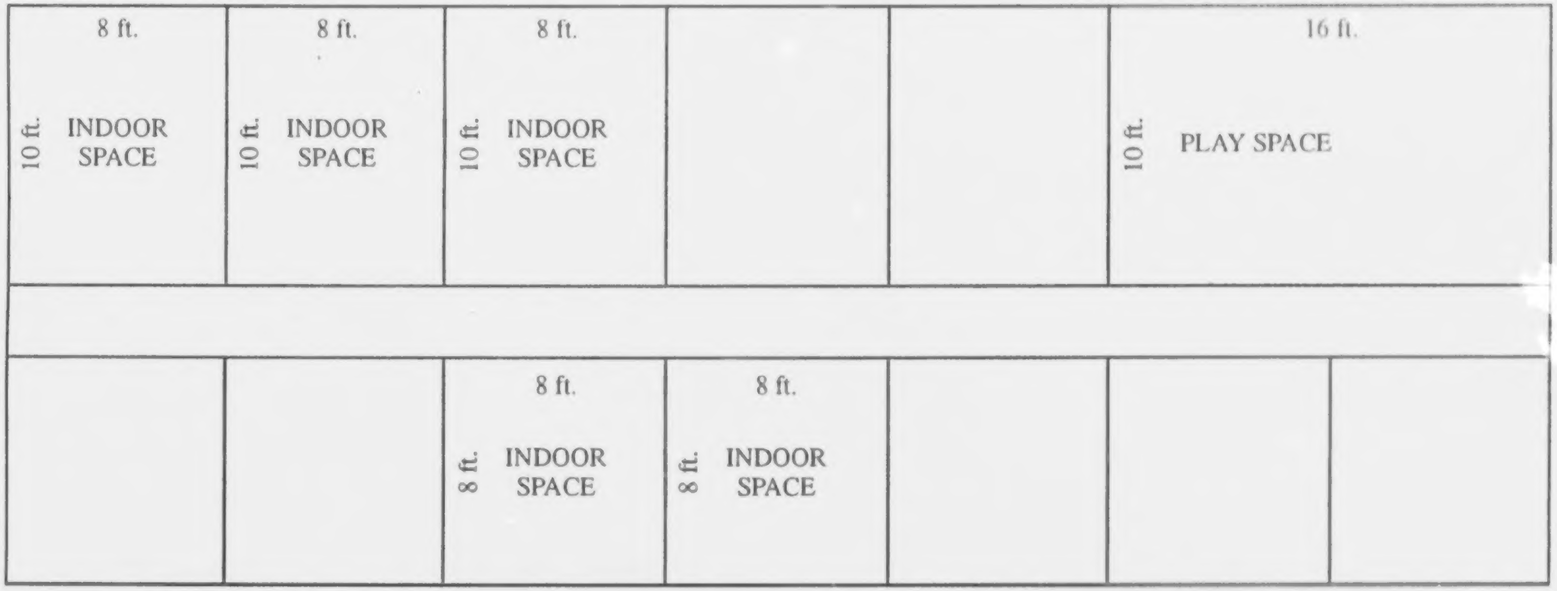
1. Multiply Width by Length = Square Feet ______________________
2. Divide by 60 square feet ______________________

The number in Line 2 reflects the maximum number of children the outdoor space identified in the building plan can accommodate at one time.

• FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

PRESCHOOL
SAMPLE FLOOR PLAN

Label classroom indoor space as INDOOR SPACE.
Label indoor play space as PLAY SPACE. Indicate outdoor play space with dimensions.

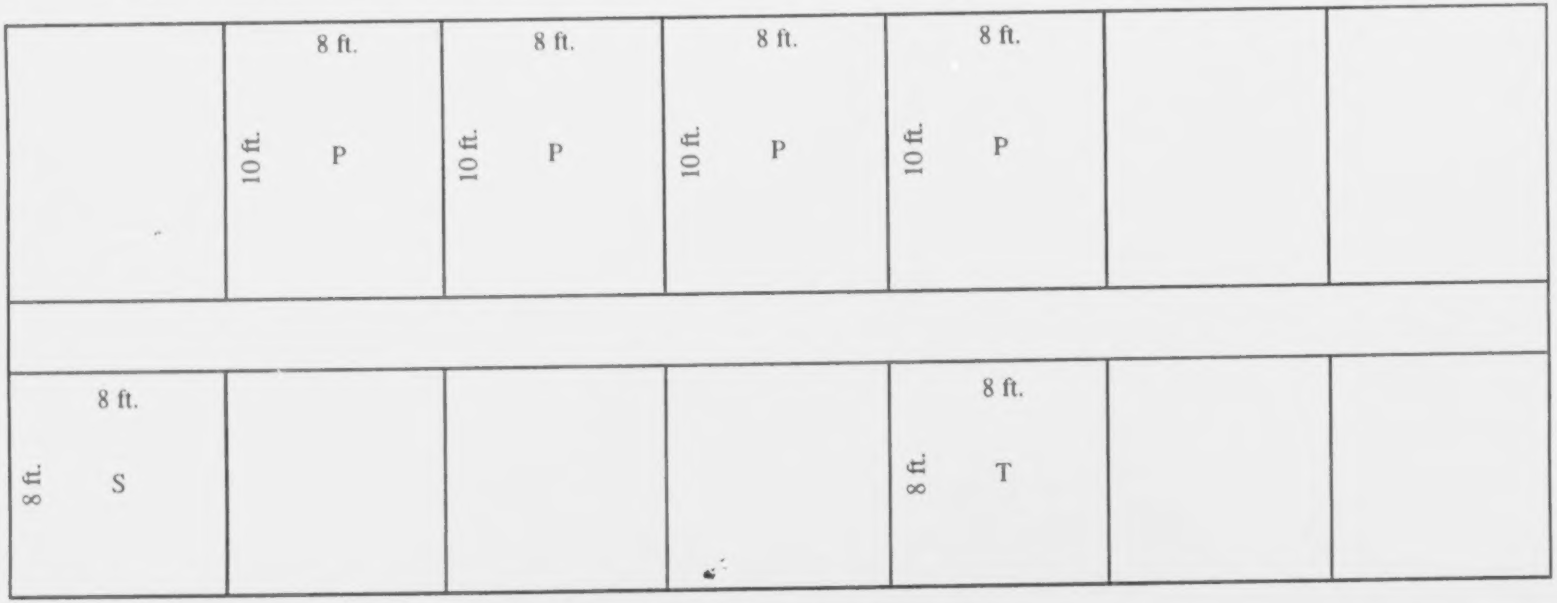

8 ft.
10 ft.
INDOOR SPACE
8 ft.
10 ft.
INDOOR SPACE
8 ft.
10 ft.
INDOOR SPACE
16 ft.
10 ft.
PLAY SPACE
8 ft.
8 ft.
INDOOR SPACE
8 ft.
8 ft.
INDOOR SPACE

Indicate length and width for each room used for the preschool program.

• FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

SCHOOL-AGE CHILD CARE
SAMPLE FLOOR PLAN

Label indoor space as follows:
P - Primary Space S - Secondary Space T - Tertiary space


8 ft.
8 ft.
8 ft.
8 ft.
10 ft.
P
10 ft.
P
10 ft.
P
10 ft.
P
8 ft.
8 ft.
8 ft.
S
8 ft.
T

Indicate length and width for each area or space used for the school-age child care program.

• FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

SAMPLE DISCUSSION QUESTIONS ABOUT PRESCHOOL RECORD KEEPING

1. Under what circumstances are multiple copies of children's records appropriate?
2. Who should have access to children's records?
3. Who should have access to personnel files?
4. Should a preschool teacher's observation notes (anecdotal records, children's work samples, daily diaries, etc.) on the developmental progress of individual children be kept?

LEVEL: STAFF

GOAL: #5 Identify necessary data collection/record keeping information.

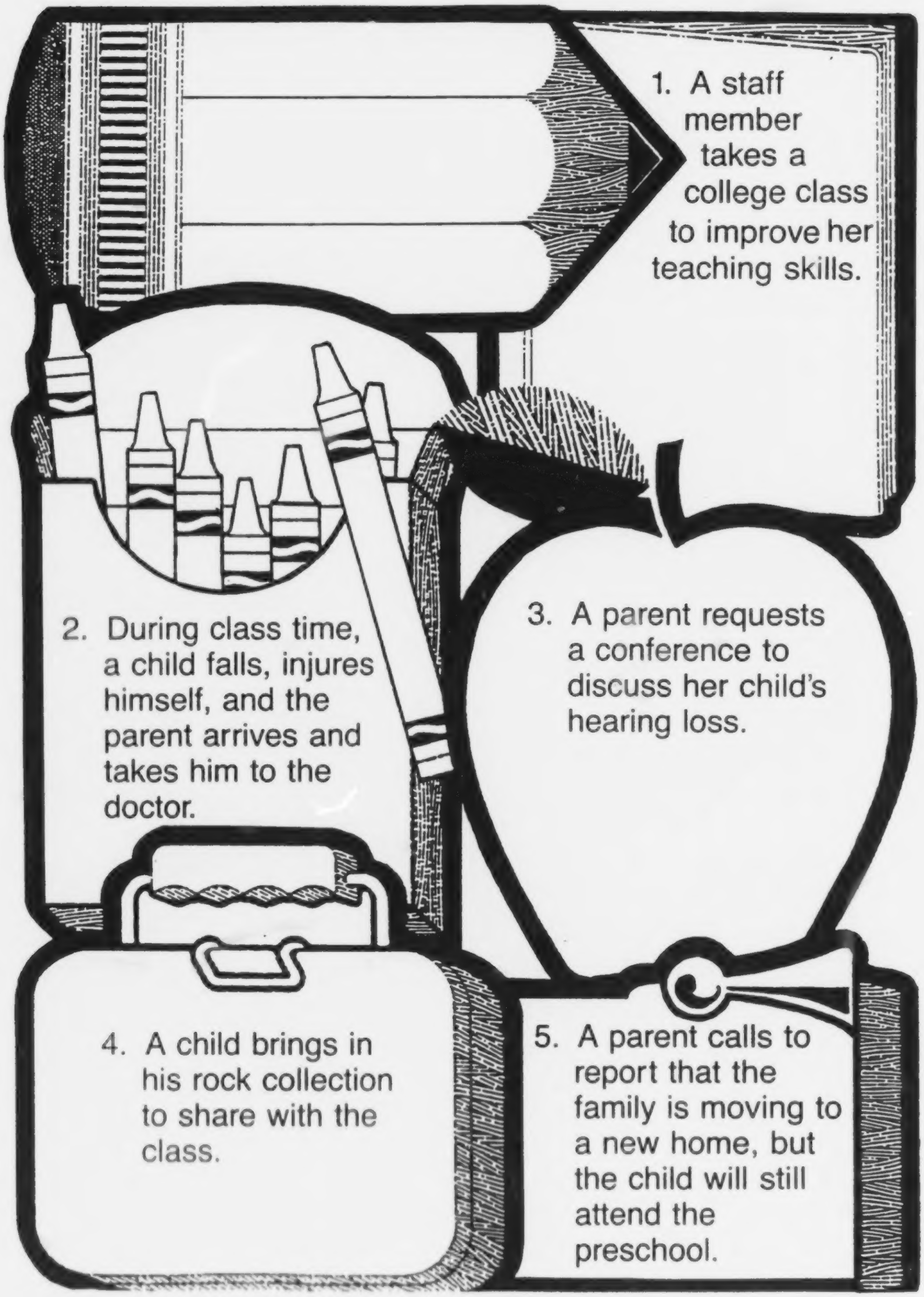
COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will identify and discuss data collection/record keeping procedures relevant to a particular program.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Given a list of possible preschool classroom occurrences, participants will choose those incidents that must be recorded. After reviewing the previously discussed data collection/record keeping procedures, the participant will practice documenting those. Compare and contrast the responses.	1. Transparency (S-T13) *To Record or Not to Record ... That is the Question.*	1. Note: Leader needs to be sensitive to the subjective nature of the activity and not one procedure will be correct. Encourage the participant to justify his/her response.

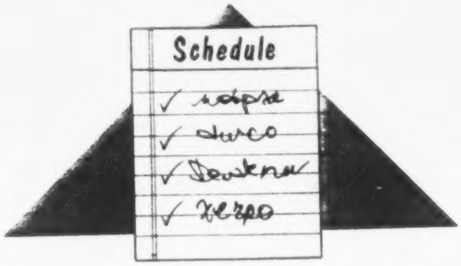
S-T13

TO RECORD OR NOT TO RECORD THAT IS THE QUESTION



1. A staff member takes a college class to improve her teaching skills.
2. During class time, a child falls, injures himself, and the parent arrives and takes him to the doctor.
3. A parent requests a conference to discuss her child's hearing loss.
4. A child brings in his rock collection to share with the class.
5. A parent calls to report that the family is moving to a new home, but the child will still attend the preschool.

Planning



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LEVEL: STAFF

GOAL: **#6** Recognize the importance of a systematic program evaluation for providing quality preschool services.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify approaches or models of program evaluation.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss program evaluation data collection methods using the Handout and/or the Transparency to guide the discussion.	1. Handout (S-H14) *Methods of collecting data for Program Evaluation.* Transparencies (S-T14, 15, 16, and 17) *Questionnaire* *Observational Techniques* *Tests* *Unobtrusive Measures*	1. Leader needs to assure that participants are aware of requirements for program evaluation in *Rules for Education of Preschool Children with Disabilities* (3301-31-03) and *Rules for Preschool Programs* (3301-37-08).

METHODS OF COLLECTING DATA FOR PROGRAM EVALUATION

Questionnaires, surveys, and interviews — Provide information regarding parent perceptions of Early Childhood Services.

Advantages: – Easy and economical

Disadvantages: – Self-report (Data may or may not be accurate)

Observational Techniques — Collect data on behavior that can be defined operationally.

Advantages:
- Fewer problems of self report bias
- Behavior can be observed as it occurs naturally

Note: Observational techniques are utilized extensively in single subject research and probably should be utilized more in group research.

Tests — Most frequently used technique for collecting data

Advantages:
- Large number of instruments available
- Easy to administer and score
- Possess an aura of objectivity

Disadvantages:
- Unreliable
- Invalid for the purposes for which they are being used

Unobtrusive Measures — Subjects and their families are not required to do anything out of the ordinary and are not aware of the data gathering.

Example: A research project investigating the effects of a parent training program on parent behavior.

Criteria: The number of books checked out of a parent resource library or the number of visits made by parents to a toy lending library.

(Odom & Karnes, 1988)

METHOD OF COLLECTION DATA FOR PROGRAM EVALUATION

Questionnaires, survey, and interviews — Provide information regarding parent perceptions of early childhood services.

Advantages: Easy and economical

Disadvantages: Self-report (data may or may not be accurate)

(Odom & Karnes, 1988)

METHODS OF COLLECTING DATA FOR PROGRAM EVALUATION

OBSERVATIONAL TECHNIQUES — Collect data on behavior that can be defined operationally.

ADVANTAGES:
- Fewer problems of self report bias
- Behavior can be observed as it occurs naturally

NOTE: Observational techniques are utilized extensively in single subject research and probably should be utilized more in group research.

(Odom & Karnes, 1988)

METHODS OF COLLECTING DATA FOR PROGRAM EVALUATION

TESTS — Most frequently used technique for collecting data

ADVANTAGES:
- Large number of instruments available
- Easy to administer and score
- Possess an aura of objectivity

DISADVANTAGES:
- Unreliable
- Invalid for the purposes for which they are being used

(Odom & Karnes, 1988)

METHODS OF COLLECTING DATA FOR PROGRAM EVALUATION

UNOBTRUSIVE MEASURES — Subjects and their families are not required to do anything out of the ordinary and are not aware of the data gathering.

EXAMPLE:	A research project investigating the effects of a parent training program on parent behavior.
CRITERIA:	The number of books checked out of a parent resource library or the number of visits made by parents to a toy lending library.

(Odom & Karnes, 1988)

LEVEL: STAFF

GOAL: **#6** Recognize the importance of a systematic program evaluation for providing quality preschool services.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will select appropriate evaluation methods which will produce information relevant to specific issues.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Design a plan for evaluating one of the following using a variety of methods for cross-checking. – Consumer/parent satisfaction – Staff training – Child progress data – Long-term effectiveness – Cost effectiveness – Other effectiveness indicators	1. Worksheet (S-W14) *Program Evaluation Planning*	1. Refer to the Handout: *Methods of Collecting Data for Program Evaluation* Remind participants to consider how human diversity (e.g., ability, cultural, racial, religious, gender, etc.) might influence the methods selected.

PROGRAM EVALUATION PLANNING

Design an evaluation plan for one of the following using a variety of methods (questionnaires, observational techniques, tests, and unobtrusive measures) for cross-checking.

- Consumer/parent satisfaction
- Staff training
- Child progress data
- Long term effectiveness
- Cost effectiveness
- Other effectiveness indicators

LEVEL: STAFF

GOAL: **#6** Recognize the importance of a systematic program evaluation for providing quality preschool services.

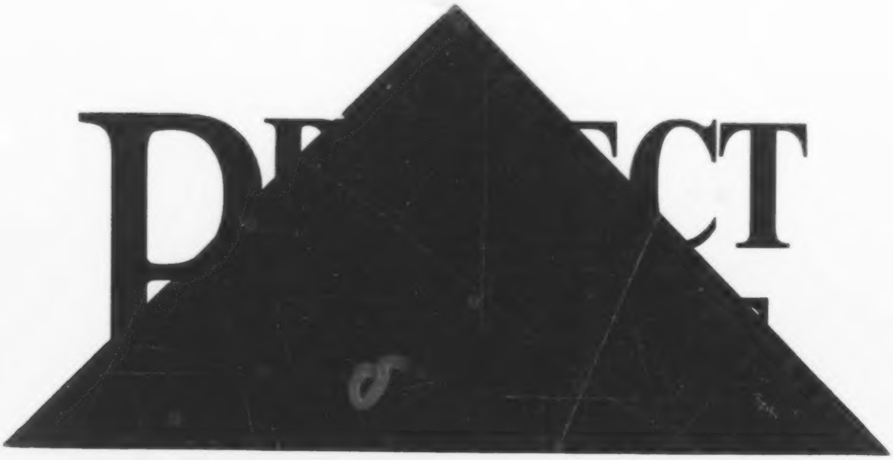
COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will explain the value of conducting a program evaluation.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Brainstorm ways to use data to improve practice.	1. Worksheet (S-W15) *Brainstorm — Evaluation to Practice.*	1. Suggestions for using program evaluation data to improve practice could pertain to: daily learning activities, learning environment, parent involvement, or supplemental service delivery.

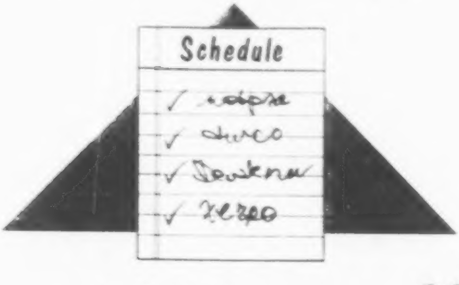
BRAINSTORM

Evaluation to Practice



Modules for Competency-Based
Personnel Preparation in
Early Childhood Education

Planning



Administrator 362

GOALS

1. Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality-appropriate program.
2. Define developmentally and exceptionality-appropriate curriculum and recognize the implications for best practice.
3. Define environment as it applies to a developmentally and exceptionality-appropriate preschool program.
4. Understand the value of interpersonal interactions in the optimum development of young children.
5. Identify necessary data collection/record keeping information.
6. Recognize the importance of a systematic program evaluation for providing quality preschool services.

PLANNING

Planning is deciding in advance what to do, how to do it, when to do it, and who will do it.

Planning bridges the gap between where you are now and where you want to go.

Planning makes it possible for things to occur that would not otherwise happen.

Without a plan, you are leaving the future events to chance.

Planning

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LEVEL: ADMINISTRATOR

GOAL: **#1** Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality-appropriate program.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify reasons for implementing a team approach for writing a program philosophy.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss the Transparencies.	1. Transparencies (A-T1, 2, and 3) *Writing a program philosophy* *Reasons For Including Teachers on the Team* *Reasons Why Writing a Program Philosophy is Unpopular with Teachers* *Job of the Administrator* **Supplemental Resources** Preschool Personnel Preparation Project (1991) Family/program relationship. In *Family Module*.	1. Leader needs to assure that participants are aware of requirements for a written philosophy in *Rules for Preschool Programs* (3301-37-02).

WRITING A PROGRAM'S PHILOSOPHY

Writing a program's philosophy is primarily an affective exercise.

The exercise of writing a program's philosophy requires the developers to verbalize their beliefs and express their feelings about education.

(Oliva, 1989)

REASONS FOR INCLUDING TEACHERS ON THE TEAM

The way teachers behave in the classroom is a direct reflection of beliefs they hold about the learner, about education, and about society.

Teachers order their curriculum and methodology according to the beliefs they hold about the learner, about education, and about society.

(Oliva, 1989)

REASONS WHY WRITING A PROGRAM PHILOSOPHY IS UNPOPULAR WITH TEACHERS

1. Cultural — We are not a nation of philosophers but a country of pragmatists: thus, we express a penchant for action, not thought: for practice, not theory.
2. Writing a statement of philosophy is an introspective exercise.
3. Philosophical statements cannot be labeled right or wrong in the same way factual statements can.
4. Teachers feel the end result will be a set of cliches devoid of meaning and impossible to translate into practice.
5. Teachers confronted with the necessity for producing a statement of philosophy in connection with regional accreditation of their program may feel that writing a statement of philosophy is an academic exercise for the accreditation process and not for its own intrinsic value.

(Oliva, 1989)

JOB OF THE ADMINISTRATOR

"Teachers can and do intellectualize the need for some sort of philosophical statement" (Oliva, 1989)

Job of the administrator is to:

1. Get teachers to internalize the task — to see a real need for the exercise.
2. Give them hope that the effort to produce the statement will be rewarded by visible results in practice.

(Oliva, 1989)

LEVEL: ADMINISTRATOR

GOAL: **#1** Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality-appropriate program.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will identify members by area of expertise to serve on a committee to develop a program philosophy.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity List philosophy development committee members and tell why each person's contribution would be important.	1. Flip Chart or overhead projector and Transparency.	1. Leader may need to facilitate discussion by naming some possible members and giving the reason for importance. Suggestions: Occupational Therapist Speech Therapist Special Education Teacher Early Childhood Teacher Parents Community Representative e.g., Community Service Representative Industry/Retail Program Director Clergy Discuss how representation of a diverse population might influence the selection of committee members.

LEVEL: ADMINISTRATOR

GOAL: **#1** Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality-appropriate program.

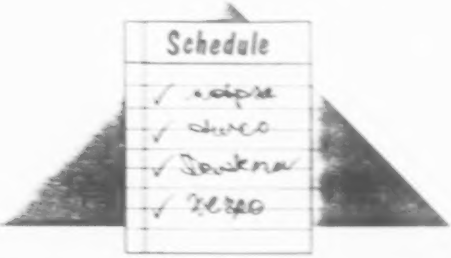
COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will recognize that the team approach is an effective way for developing a philosophy statement.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Philosophy development simulation. Form small groups. Choose the following suggested roles: – administrator(s) – teacher/staff – related services personnel – community member – parent – recorder (to give feedback to group after simulation) Role play developing a program philosophy. Feedback from recorder to small group.	1. Worksheet (A-W1) *Recorder Notes*	1. Leader may want to encourage participants to choose a role different from their usual one. Instruct groups to ensure that diversity in areas other than role (e.g., ability, cultural, racial, religious, gender, etc.) is represented in the role play.
2. Return for large group discussion.		2. Leader may want to facilitate the discussion by encouraging participants to discuss their feelings and the barriers of role release. Ask how human diversity affected the role play situation.

RECORDER NOTES

Planning



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LEVEL: ADMINISTRATOR

GOAL: **#2** Define developmentally and exceptionality-appropriate curriculum and recognize the implications for best practice.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will investigate resources to access curricula available for review.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Compare and contrast an early childhood special education curriculum and a general early childhood curriculum.	1. Handout (A-H1) *Preschool Curriculum Narratives*	1. Provide catalogues for the participants to become aware of commercially published curricula. Possible Publishers: VORT Corporation Walker Education Book Corporation Charles E. Merrill High/Scope Press Addison-Wesley
2. Large group activity Share ideas of resources for accessing curricula available in the region.	2. Worksheet (A-W2) *Available Resources*	2. Leader needs to assure that participants are aware of requirements for curriculum in *Rules for Preschool Programs* (3301-37-02) and *Rules for the Education of Preschool Children with Disabilities* (3301-31-03).

NARRATIVE OF HIGH SCOPE AND HI-COMP CURRICULA

Name: HI Comp
Author: Sara J. Willoughey-Herb
John T. Neisworth
Publisher: Charles E. Merrill Publishing Company
Cost (March, 1991): $95.00 for Curriculum Guide

The HI Comp Curriculum satisfied nearly all of the criteria on the Preschool Curriculum Information Checklist. It provides a thorough introduction to learning theory and behaviorist techniques. HI Comp emphasizes the development of social and self help skills as well as cognitive, motor and language skills. The curriculum guide and activities handbook are good supplements for beginning teachers and teachers whose preschool classrooms include young children with special needs, although specific disabilities are not addressed. Since most materials are "teacher made," time as well as funds should be budgeted accordingly. Independent standardized assessment tools (such as Bayley, Gesell, and LAP) are recommended to evaluate children's progress. No program evaluation is included.

Name: High Scope Curriculum (Cognitively Oriented Curriculum Young Children in Action)
Authors: M. Hohman, D. Banet and D. Weikert
Publisher: High/Scope Press, Ypsilanti Michigan
Cost (March, 1991):

The Scope Cognitively Oriented (which is based on Piagetian theory) Curriculum met most of the criteria on the Preschool Curriculum Information Checklist. The child centered/child directed activities focus on the development of higher levels of thinking skills through independent problem solving. A two day teacher training is available and there are many optional resource materials. Start-up equipment for the center-based activities and low child/adult ratios make high scope costly to implement and impractical for home-based programs. The extensive record keeping relies primarily on observation and children's feedback.

Since the curriculum is individualized according to children's abilities and interests, it would accommodate preschoolers with special needs, however, no specific notifications are addressed.

(Preschool Plus, 1991)

OTHER CURRICULUM

- *Ohio Early Childhood Curriculum Guide.* This Guide, published by the Ohio Department of Education, Division of Early Childhood Education, is intended to provide guidance in the provision of developmentally appropriate programs, and is based on principles of child development that have been widely accepted and advocated by early childhood professionals. The focus of the Guide is on the construction of a developmentally appropriate curriculum for children birth through age eight, and is accompanied by a training module implemented statewide through a "trainer of trainer" network.

- *EC*SPEED Curriculum Guide.* This Guide is published by the Ohio Department of Education, Division of Early Childhood Education, and accompanies the EC*SPEED (*E*arly *C*hildhood *SPE*cial *ED*ucation Program Evaluation) program evaluation instrument.

A-W2

AVAILABLE RESOURCES

DIRECTIONS: List local resources with which you are familiar. Share with others to develop a complete list of community resources.

COMMUNITY AGENCIES

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________

PROGRAMS

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________

A-W2

PEOPLE

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

NOTES:

LEVEL: ADMINISTRATOR

GOAL: #2 Define developmentally and exceptionality-appropriate curriculum and recognize the implications for best practice.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will develop a committee to choose curricula that is developmentally appropriate and meets program needs.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Identify committee members and state the reason for including each member.	1. Flip Chart or overhead projector and Transparency.	1. Committee members may include: early childhood personnel (preschool and kindergarten), administrators, clergy, parents, representatives from industry and commerce, and special education personnel. The leader should elicit discussion on how representation of human diversity in the community influences curriculum selection. NOTE: Including community members in the curriculum selection process helps to promote support for the program.

LEVEL: ADMINISTRATOR

GOAL: #2 Define developmentally and exceptionality-appropriate curriculum and recognize the implications for best practice.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will appreciate the roles of members in a curriculum committee.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Whole group activity Compare what the results might be of a curriculum committee if the committee was made up entirely of administrators or teachers as opposed to comprehensive committee (listed on the worksheet).	1. Worksheet (A-W3) *Curriculum Committee Members*	1. Encourage participants to use the Worksheet to identify specific people in their own communities to invite to serve on a curriculum committee.

A-W3

CURRICULUM COMMITTEE MEMBERS

When choosing committee members, you may want to include representatives from the following areas:

Early Childhood Personnel (Preschool and Kindergarten)

Administrators

Parents

Clergy

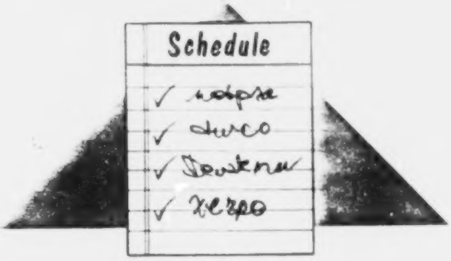
Industry and Commerce

Special Educators

Others

GOAL 3

Planning



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LEVEL: ADMINISTRATOR

GOAL: #3 Define environment as it applies to a developmentally and exceptionality-appropriate preschool program.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify program policies which support an appropriate preschool environment.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Individual activity Participants will pretend that they are charged with the responsibility of writing a grant for establishing a new center-based, integrated preschool program (12 children, 2 staff) in an existing facility. 1) Identify the steps in planning the environment. 2) Begin a purchase list. 3) Estimate start-up costs (for space and equipment).	1. Worksheet (A-W4) *So, there's money for an integrated preschool ... (Environment)* **Supplemental Resources** School Supply Companies suggestion books. *Project Prepare Behavior Management Module* (1991)	1. Leader should emphasize the importance of talking to preschool staff, parents, community representatives to help determine philosophical orientation before ordering equipment. Discuss how human diversity considerations would affect each of the three tasks. If time is short, emphasize that this is only an introductory activity. Perhaps the group could divide the three tasks. Participants might be willing to schedule more time for this activity if they are in the situation of writing a preschool grant proposal. Leader needs to assure that participants are aware of facility requirements in *Rules for Preschool Programs* (3301-37-06).

A-W4

SO, THERE'S MONEY FOR AN INTEGRATED PRESCHOOL ... (ENVIRONMENT)

Who are you going to call?

What facility modifications are necessary? (Remember to consider outdoor space.)

What do you need to buy for preschoolers and their teachers/caregivers? (Consider the inclusion of children with disabilities.)

Approximately how much will this cost (for space and equipment)?

LEVEL: ADMINISTRATOR

GOAL: #3 Define environment as it applies to a developmentally and exceptionality-appropriate preschool program.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will identify common challenges to provide an appropriate preschool environment.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Individual activity Using the Worksheet, generate common challenges.	1. Worksheet (A-W5) *Preschool Environment Worksheet* Chart Paper and Markers	
2. Large group activity Discuss individuals' responses and list on Flip Chart or blank Transparency.	2. Optional Resource Transparency (A-T4) *Common Challenges to Providing an Appropriate Preschool Environment.*	2. Transparency may be used to supplement discussion.
3. Small group activity Brainstorm solutions to challenges.		3. Assign one "problem" to each small group according to the participants' needs. Depending on the group, participants may want to work with others from different programs to get new ideas for solving common problems.
4. Large group activity Discuss results of small group activity.		4. Be sure to consider the issue of human diversity as it relates to this issue. Leader needs to refer to *Rules* and reference District Policies and Procedures regarding materials/equipment for diapering, catheterizing, and working with medically fragile children.

A-W5

PRESCHOOL ENVIRONMENT WORKSHEET

Common Challenges to Providing an Appropriate Preschool Environment	Possible Solutions
1.	
2.	
3.	

A-T4

COMMON CHALLENGES TO PROVIDING AN APPROPRIATE PRESCHOOL ENVIRONMENT

Existing facility is inadequate

No outdoor space available

Program philosophy is not established

Staff who will be working in the preschool are not yet hired

Twenty-five little desks and chairs have already arrived (or were donated by another program that did not want them anymore)

Start up costs for equipment are unexpectedly high

There will not be continuing funds to replace equipment as it is worn

There is no running water near the preschool classroom

A facility for diapering and/or catheterizing is not available

Other?

LEVEL: ADMINISTRATOR

GOAL: **#3** Define environment as it applies to a developmentally and exceptionality-appropriate preschool program.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will appreciate the need for policy and budget strategies which encourage an appropriate preschool environment for a particular program.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Participants will begin to plan a presentation to convince a Board to spend money on start-up or renovation of a preschool program environment or equipment for an itinerant or home-based program.	1. Worksheet (A-W6) *Outline: Board Presentation Justifying Expenditures for Preschool Environment* **Supplemental Resources** *Project Prepare Behavior Management Module* (1991).	1. Discuss results of small group activity in large group.

OUTLINE: BOARD PRESENTATION JUSTIFYING EXPENDITURES FOR PRESCHOOL ENVIRONMENT

Who should make the presentation?

Summary of Content:

Rationale

Proposal

Cost

Other

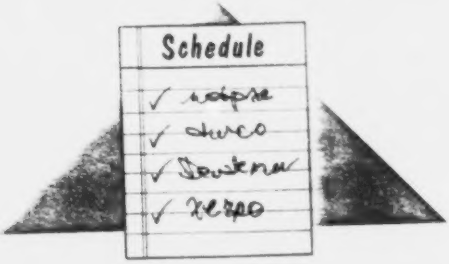
Format possibilities:

Resources/Media:

39S

GOAL 4

Planning



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LEVEL: ADMINISTRATOR

GOAL: #4 Understand the value of interpersonal interactions in the optimum development of young children.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will determine program policies which support adult-child and child-child interactions among preschoolers.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Brainstorm planning and policy considerations which encourage various types of preschool interactions among adults and children.	1. Worksheet (A-W7) *Brainstorm Policy Considerations* Transparency (A-T5) *Policy Consideration Which Affect Preschool Interactions*	1. Leader needs to assure that participants are aware of requirements for personnel in *Rules for the Education of Preschool Children With Disabilities* (3301-31-04) and in *Rules for Preschool Programs* (3301-37-03).

BRAINSTORM

Policy Considerations

A-T5

POLICY CONSIDERATIONS WHICH AFFECT PRESCHOOL INTERACTIONS

Philosophical orientation

Characteristics and need of community (diversity, etc.)

Ratio requirements

Facility (size, location, comfort factors, etc.)

Grouping of children

Child-focused environment/equipment

Arrangement

Volunteers

Staff qualifications and philosophical orientation

Other?

LEVEL: ADMINISTRATOR

GOAL: **#4** Understand the value of interpersonal interactions in the optimum development of young children.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will identify barriers and possible solutions regarding adult-child and child-child interactions among preschoolers.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Discuss the pros and cons of program policies which facilitate preschool interactions, paying attention to possible budget constraints and other barriers for implementation. Each group should choose a recorder who may, if time permits, report to the whole group.	1. Worksheet (A-W8) *Recorder's Notes: Program Policies Which Facilitate Preschool Interactions* Transparency (A-T5) *Policy Considerations Which Affect Preschool Interactions.* (See: previous section) **Supplemental Resources** Council for Exceptional Children's Code of Ethics, 1.3, Support Procedures.	1. Depending on the group, it may be helpful to mix small groups into teams representing various professional backgrounds and philosophical orientations. Remind participants to consider human diversity issues. See Project Prepare's Integration Module, *Options for Integrated Preschool Program* (1991), for additional information.

RECORDER'S NOTES

Program Policies Which Facilitate Preschool Interactions

Program Policies	Advantages	Challenges	Possible Solutions

LEVEL: ADMINISTRATOR

GOAL: #4 Understand the value of interpersonal interactions in the optimum development of young children.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will establish policy and budget priorities, personnel selection, development guidelines which support the development of preschoolers through adult-child and child-child interactions.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity The preschool program budget must be cut by 20%. Assuming that interactions among adults and children are important, brainstorm possible options for balancing the budget with the least adverse effect on interactions.	1. Worksheet (A-W9) *Brainstorm 20% Budget Reduction*	1. It may be helpful to refer to the Transparency, *Policy Considerations Which Affect Preschool Interactions* (provided in previous Knowledge section). Discuss results in large group.
2. Large group activity Review of personnel selection and development guidelines in Early Childhood Special Education.	2. Handout (A-H2) Rules Implementation Monograph Series: *Personnel in Early Childhood Special Education*	2. Highlight contents of Handout for participants.

BRAINSTORM

20% Budget Reduction

A-H2

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
Rules Implementation Monograph Series
Monograph No. 6
(Draft 3/91)

Personnel in Early Childhood Special Education

There is, perhaps, no more important issue to address in the field of early childhood education than the professional development of those individuals who work in this field. Numerous studies conducted to assess the quality of child care services currently available to our nation's young children and their families suggest that the training and quality of staff is not only the most critical determinant to quality programming, but also the one that is in most need of improvement. As public interest and concern for these needs increase, it is expected also that there will be a rise in the professional level of staff who provide these much needed services, as well as in the salaries that such increased levels of trained professionals will demand. These issues are becoming of increasing concern for educators as the role of education in the broader early childhood arena grows in prominence.

In the area of early childhood special education professional training needs are also recognized as paramount. As a result of the passage of Public Law 99-457, the number of preschool programs for children with disabilities has grown rapidly thus creating a dramatic increase in the number of trained professionals that is needed to meet the resulting human resource demands. In Ohio the number of state funded preschool special education teacher units has nearly doubled during the past three years, growing from 380 (79 public school and 302 county board of mental retardation/developmental disabilities) during the 1988-89 school year to 770 (468 public school and 302 county board of mental retardation/developmental disabilities) during the 1990-91 school year. The number of additional units needed to fully serve the projected five percent incidence rate is estimated at nearly double the current number. The retraining needs of this cadre of teachers, as well as those related services personnel serving preschool children with disabilities, has been and will continue to be a primary focus of statewide initiatives in the area of early childhood special education.

Comprehensive System of Personnel Development

In accordance with the requirements of Public Law 94-142, as amended by Public Law 99-457, Ohio has implemented a Comprehensive System of Personnel Development (CSPD) to address the overall training needs of those professionals who provide special education and related services in Ohio's public schools. Following is a descriptive summary of the structural components of Ohio's CSPD. While initiatives relating specifically to early childhood special education are described in subsequent sections of this monograph, this summary of Ohio's overall CSPD is intended to provide the reader with the background information necessary to interpret those initiatives within the broader comprehensive service delivery system for children with disabilities ages three through 12.

Ohio's CSPD provides for inservice training, development of preservice programs and curricula, and interface of inservice and preservice. The inservice component is planned and implemented through the use of Instructional Resource Centers (IRCs) within each of the 16 Special Education Regional Resource Centers (SERRCs), and one statewide IRC. These IRCs operate under the direction of regional governing boards and the Ohio Department of

Education. Development of preservice programs and curricula is accomplished through the cooperative planning of Ohio's teacher training institutions and the Ohio Department of Education.

Interface of the preservice and inservice components is addressed through the State Superintendent's Task Force for Preparing Special Education Personnel. This Task Force has been in existence since 1977 to assist in articulating preservice and inservice components, and is composed of representatives from the following: Deans, Colleges of Education; Interuniversity Council, School Psychology; Interuniversity Council, Teacher Education; Council for Exceptional Children; Ohio School Psychologists' Association; Ohio Speech and Hearing Association; and a parent representative. The Task Force meets approximately six times per year in order to provide assistance to the Ohio Department of Education in the development, review, and annual updating of Ohio's Comprehensive System of Personnel Development.

Each plan for inservice developed by the 17 IRCs is based on an annual assessment of training needs, and is reviewed and approved by their respective governing boards. These boards are composed of superintendents of schools, special and general education personnel, at least two parents of children with disabilities, a representative of a chartered nonpublic school, a representative from the county board of mental retardation/developmental disabilities, each developmental center within the region, and representatives of universities in the region.

The IRC Project, including the plan for inservice training, along with other projects of the SERRCs is submitted annually to the Ohio Department of Education for review and approval. Each IRC is required to coordinate its inservice functions with the preservice activities of the institutions of higher education operating within their region.

Early Childhood Special Education

As previously established, there is critical need for appropriately trained teachers of young children with disabilities as full implementation of the preschool mandate is realized. Two "pools" from which such teachers will be drawn are from those representing early childhood education and those representing special education. Both groups will require additional preparation for the unique roles required. The content of these preparation programs will also be unique from the perspective that two separate parental disciplines, early childhood education and special education, constitute the knowledge base from which it will be developed.

As a major component of Ohio's plan to implement a comprehensive service delivery system for preschool children with disabilities by 1991, the Ohio Department of Education, Division of Early Childhood Education funded the Ohio Statewide Preschool Special Education Personnel Preparation Project in 1987. The purpose of the Project focused on the gathering and synthesis of information through a series of research activities. And the translation of that information into a model and related resource materials to guide efforts in Ohio to select, prepare, and credential personnel who will be providing services to preschool-age children with disabilities. (Please refer to the reference section of this monograph for information on how to obtain a detailed description of Project activities.)

The results of this research suggest that both common and differential retraining needs of individuals representing early childhood and special education can potentially be met through a competency-based approach in early childhood special education personnel preparation. Results of survey research, together with data obtained through an annual summer training institute for early childhood educators and special educators, have resulted in the development of a set of teacher competencies appropriate to early childhood special education. These competencies are appropriate for use in both preservice and inservice education, as well as for activities relating to staff recruitment, selection, and evaluation. Although not intended to be an exhaustive or conclusive list, the following knowledge, skill, attitude, and value competencies are intended to serve as a guide for leaders, administrators, and direct service providers who strive to provide quality preschool programs for children with disabilities.

Knowledge of:

- Typical child development
- Atypical development
- Medical aspects of preschool children with disabilities
- Formal and informal assessment procedures relevant to preschool special education
- Early childhood/special education curricula and program models
- Role and importance of play for children
- Family theory (e.g., information on general family relationships)
- Special needs and contributions of families of children with disabilities
- Strategies for working with families of children with disabilities
- Related services (e.g., physical therapy, speech and language therapy, etc.)
- Techniques in working on interdisciplinary/transdisciplinary teams
- Non-speech communication systems
- Adaptive equipment (e.g., types and uses)
- Instructional applications of electronic and other technology uses with young children with disabilities
- Federal and state mandates related to preschool special education
- Community resources for preschool children with disabilities and their families
- Differences in effective learning strategies for adults and children
- Developmentally appropriate practices
- Strategies for integrating preschoolers who are disabled with typical children
- Integrated therapy models
- Environmental needs of kindergarten and the primary grades to facilitate transition
- Strategies to facilitate transition from early intervention programs to preschool programs and from preschool programs to school-aged classes

Skill In:

- Planning and organizing preschool education classrooms
- Applying formal and informal assessment procedures
- Designing individualized educational programs
- Stating instructional objectives based on individualized programs
- Adapting instructional activities to the unique learning styles, time demands, and motivational needs of each child
- Planning and implementing instructional activities
- Adapting or modifying instructional materials
- Facilitating children's play
- Fostering motivation and inquiry in children
- Promoting positive peer interaction within the classroom
- Facilitating children's interaction with materials
- Observing and recording children's behavior
- Maintaining, summarizing, and interpreting quantitative observation data
- Communicating with children who use non-speech communication systems
- Instructional applications of electronic and other technology uses with young children with disabilities
- Developing and implementing individual behavior management procedures
- Communicating and working effectively with parents
- Contributing to team planning with other professionals and with parents
- Coordinating activities with other team professionals
- Communicating effectively with other teachers or caregivers concerning needs and strengths of individual children
- Guiding and supervising paraprofessionals and volunteers
- Designing and implementing strategies to integrate preschoolers who are disabled with typical children
- Facilitating transition from early intervention programs into preschool programs and from preschool to school-aged classes
- Sharing roles in a transdisciplinary approach
- Communicating and working effectively with families
- Contributing to team planning with other professionals and with parents
- Coordinating activities with team professionals
- Communicating effectively with other teachers or caregivers concerning needs and strengths of children
- Guiding and supervising paraprofessionals and volunteers
- Maintaining personal and professional growth and development

Attitude and Value Objectives

ATTITUDES	VALUES
Children	
Respect for the WHOLE child; understand that each child is capable of learning and has the right to be provided with appropriate opportunities	Value developmentally appropriately practice Value play as a means to facilitate learning Value the fact that early intervention must begin when the child and family need the service (during the preschool years — not necessarily at school-age)
Respect for the unique learning needs of young children with disabilities and for their individuality	Value the unique developmental stages of the population
All children (with or without special needs) benefit from integrated, developmentally appropriate programs	Value the IEP Children have a moral, ethical, and legal right to participate in the mainstream of society Early intervention programs must promote mutual respect for individual children
Families	
Respect for the diverse needs of families; recognize varying resources and barriers	Value the uniqueness of family members
Respect for the family unit as a WHOLE	Value the significance of working through the family to reach the child
Respect for the contributions parents can make to a child's educational program; viewing parents as decision-makers; the competence of parents as nurturers; appreciating parents' knowledge about their child	Valuing the contributions parents can make to the development and understanding of and implementation of child's educational program

ATTITUDES	VALUES
Interagency Aspects of Service Delivery	
Respect for other agencies and service providers and the need for interagency collaboration	
Respect for the role of various professionals in the interdisciplinary process	Value interdisciplinary problem solving
Professional Issues	
Personally committed to working within the system	Value being a functional part of the educational system
Recognize one's own strength and the roles that must be assumed by teachers including leadership and advocacy for children and families	Value self-evaluation, professional growth, and association with relevant professional organizations

Preservice Requirements

Early childhood special education teachers will be required to obtain additional training in order to be employed in this role. The State Board of Education amended the teacher education and certification standards on June 12, 1989, effective July 1, 1989, to provide an "early education of handicapped children validation" for teaching in preschool special education programs for children who are three through five years of age. (See Appendix A for complete text of the Rule pertaining to this validation.)

Rule 3301-31-04 stipulates that until July 1, 1993, a preschool special education teacher shall hold a valid Ohio special education teaching certificate or a valid Ohio prekindergarten teacher's certificate, which is validated for "early education of handicapped children." After July 1, 1993, both special education teachers and prekindergarten teachers must hold certification with a validation in "early education of handicapped children." Individuals teaching only children with vision and/or hearing deficits must hold a certificate in the area of the handicapping condition with validation for "early education of handicapped children." Those without the validation may seek temporary "early education of handicapped children" certification through their school district.

The issuance of temporary certificates (Rule 3301-23-26) will be administered by the Ohio Department of Education, Division of Teacher Education and Certification. Due to the rapid increase in the number of preschool special education teachers needed, combined with the fact that corresponding teacher training programs are in the early stages of development, it may be necessary to employ individuals under the provisions for temporary certification for the next several years. (See Appendix B for the complete text of the Rule pertaining to temporary certificates.)

Individuals holding prekindergarten teaching or special education teaching certification may add the validation by completing an approved program with an endorsement by the college. In addition, individuals holding an Ohio teaching certificate in Home Economics, K-3, K-8, or 1-8, may obtain a temporary prekindergarten teaching certificate, on which "early education of the handicapped validation" may be added. Also, individuals holding an Ohio educational personnel certificate in school psychology, language pathology, occupational therapy, physical therapy, and audiology, may obtain a temporary special education teaching certificate validated for early education of the handicapped. Individuals obtaining either a temporary prekindergarten or special education certificate validated for early education of the handicapped, must complete an approved program in both areas.

As of the printing date of this monograph, the following institutions of higher education have an approved training program leading to the "early education of handicapped children validation:" Bowling Green State University, Cleveland State University, John Carroll University, University of Cincinnati, Kent State University, Miami University, and Walsh College. It is expected that several additional institutions will be added to this list in the near future.

In an effort to coordinate initiatives relating to teacher preparation and related research, a group of educators in teacher preparation programs from around the state, together with the Ohio Department of Education, Division of Early Childhood Education, joined together in forming the Ohio Early Childhood Special Education (ECSE) Higher Education Consortium. The twofold purpose of this group is to provide professional development for ECSE teacher educators, and to work collaboratively in developing ECSE personnel preparation opportunities at both the preservice and inservice levels of professional development. Planning is currently underway among consortium members to coordinate the provision of course work at times and locations that will be most convenient to teachers who wish to acquire the "early education of the handicapped" validation.

Related services personnel are not required to obtain additional training or certification in order to provide related services for preschool children with disabilities on a consultative, indirect, or direct basis. It is assumed, however, that these professionals will seek to improve their knowledge and skills in the area of early childhood special education through continuing education and professional development opportunities. The availability of such opportunities has and will continue to increase in concert with increased public and professional interest in this area. The Ohio Department of Education, Division of Early Childhood Education maintains ongoing communication with representatives of the various professional organizations that coordinate training in related specialty areas.

In addition, it is anticipated that preservice training programs will place additional emphasis on competencies relating to practice in the early identification of special needs and corresponding intervention strategies. It is expected also that collaboration will occur between colleges of education and other institutional program areas. Following is a list of those program areas identified by Ohio teacher educators as needing involvement in early childhood special education preservice training programs:

- Adaptive physical education
- Allied health (occupational therapy, physical therapy, nutritionists)
- Art
- Audiology
- Child development/family relations
- Counseling
- Early childhood studies
- Education administrator
- Family child studies/home economics

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- Guidance counseling
- Medical school (pediatrics, dental, vision)
- Music
- Nursing
- Regular education/teacher education
- School psychology
- Social work
- Sociology
- Special education
- Speech & language communication
- Two year programs (pre-kindergarten, child development associate)

Inservice Requirments

In addition to the preservice requirements relating to the "early education of the handicapped" validation, the Rules also address the importance of continuing education. Following completion of the validation requirements, teachers must have a minimum of four-tenths of one continuing education unit (four hours) of training in areas related to critical early childhood special education teacher competencies per employment year. The training shall be provided in accordance with the continuing education process administered by the Ohio Department of Education, Division of Inservice Education. These hours may also be used to meet the requirements for the renewal and upgrade of teaching certificates.

As previously stated in the discussion of preservice education requirements, the special needs of children whose primary deficit area relates to hearing and/or vision necessitate special knowledge and skills on the part of their teachers. Early childhood special education teachers who are cross-categorical in nature (i.e., children with varying areas of primary deficit) and include one or more children with a hearing or vision deficit, are required to seek professional assistance from a teacher or other specialist certificated in the deficit area(s) of sensory impairment. While the intensity of this assistance will vary, it should be sufficient to ensure that teachers possess the knowledge and skills necessary to effectively work with these children.

All preschool special education staff members must also meet the staff requirements contained in Rule 3301-37-03 related to medical examination and statement relating to criminal offense. Preschool special education staff members, other than those employed as teachers of related services providers who do not hold an associate or higher degree in child development or early childhood education or a prekindergarten associate or teaching certificate, must also meet the requirements of Rule 3301-37-03 relating to inservice training in child development or early childhood education; child abuse recognition and prevention; first aid; and/or prevention, recognition, and management of communicable diseases.

Staff Development

Ongoing staff development opportunities are, of course, a necessary component of all early childhood programs. In the area of early childhood special education a recognized exemplary program characteristic is the integration of special education teachers with early childhood teachers into the same learning environment, including the integration of related services into the classroom. This type of cooperative teaching environment, in which professionals from both early childhood and special education as well as allied disciplines plan and work together, will facilitate the integration of developmentally and exceptionality appropriate practice.

A series of training modules are currently in the process of development in an effort to promote quality and consistency in the provision of staff development opportunities on a statewide basis. The modules reflect the critical knowledge, skills, attitude, and value competencies identified earlier in this monograph, and are organized around the following categories:

- Planning
- Assessment
- Development of IEPs
- Play
- Behavior Management
- Technology
- Transition
- Family Collaboration

Development of these modules is being coordinated by the staff of the Ohio Preschool Special Education Service Delivery Project, in cooperation with writing teams that include teacher trainers, administrators, direct service providers, and parents from throughout Ohio. It is expected that the series of modules will be piloted and published during the 1991-92 school year.

Reference

Pisarchick, S. E., Safford, P. L., and Stahlman, J. I. (1990). Early Childhood Special Education Personnel Preparation Monograph (draft). Cleveland: Cuyahoga Special Education Service Center.

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Stahlman, J. I., Safford, P. L., Miller, C. A., Dyer, D. B., and Pisarchick, S. E. (1990). Preschool special education personnel preparation model project: Year three final activities report. Cleveland: Cuyahoga Special Education Service Center.

Stahlman, J. I., Safford, P. L., Pisarchick, S. E., Miller, C. A., and Dyer, D. B. (1989). Crossing the boundaries of early childhood special education personnel preparation: Creating a path for retraining. *Teacher Education and Special Education*. 12(1-2), 5-12.

APPENDIX A

3301-23-21 Validation

A validation of a standard certificate, valid for teaching the classification of pupils named, shall be issued to an individual who is deemed to be of good moral character; who has successfully completed an approved program of teacher preparation, including an examination prescribed by the state board of education; and who has been recommended by the dean or head of teacher education at an approved institution. The approved program shall provide for professional education which shall include course work and clinical and field-based experiences designed for teaching in the areas specified in the validation. The teaching validations may be approved for grade levels set forth in rules 3301-23-01 to 3301-23-07 of the Administrative Code and for the following:

(A) Adapted physical education (validation limited to a standard physical education certificate) — twenty semester hours;

(B) Bilingual-multicultural education — twenty semester hours;

(C) Early Education of Handicapped Children (validation limited to standard pre-kindergarten certificate or special certificate for education of the handicapped) — twenty semester hours;

(D) Gifted education — twenty semester hours;

(E) Prekindergarten (validation limited to a standard kindergarten-primary, elementary, home economics, or special certificate for education of the handicapped) — twenty semester hours;

(F) Teaching English to speakers of other languages — twenty semester hours; and

(G) Other teaching validation approved by the state board of education pursuant to rule 3301-21-03 of the Administrative Code.

Any individual employed by a chartered school or school district as a teacher of adapted physical education, a teacher or coordinator in funded gifted education programs, or a teacher of English to speakers of other languages on January 1, 1987 shall be considered to have fulfilled the requirements to have a standard certificate validated for said area of assignment.

3301-23-21

On the effective date of this rule as amended to include paragraph (C), any individual who holds a baccalaureate degree and is employed to teach handicapped infants, toddlers, or young children by a chartered school or school district shall be considered to have fulfilled the requirements to have said certificate validated for Early Education of Handicapped Children.

Effective: July 1, 1989

APPENDIX B
RULE FOR TEMPORARY CERTIFICATES
(3301-23-26)

(Effective July 1, 1988)

3301-23-26 Rule for Temporary Certificates

(A) New temporary teaching certificate.

(1) Elementary. A new temporary elementary teaching certificate may be issued to the holder of a currently valid standard teaching certificate provided the vacancy has been posted with the Ohio Department of Education for two weeks and no properly certificated and suitable candidate has been identified by the employing district.

(2) Secondary. A new temporary secondary teaching certificate may be issued to the holder of a currently valid standard teaching certificate who evidences twenty semester hours in the subject area for which certification is sought provided the vacancy has been posted with the Ohio Department of Education for two weeks and no properly certificated and suitable candidate has been identified by the employing district.

(3) Education of the handicapped. A new temporary teaching certificate for developmentally handicapped, hearing handicapped, multihandicapped, orthopedically handicapped, severe behavior handicapped, specific learning disabled, or visually handicapped may be issued to the holder of a currently valid standard teaching certificate who has completed six semester hours in an approved program for the provisional certificate provided the vacancy has been posted with the Ohio Department of Education for two weeks and no properly certificated and suitable candidate has been identified by the employing district.

(4) School nurse. A new temporary school nurse certificate may be issued to the holder of a baccalaureate degree who evidences a currently valid license as a registered nurse provided the vacancy has been posted with the Ohio Department of Education for two weeks and no properly certificated and suitable candidate has been identified by the employing district.

(5) School psychologist. A new temporary child study certificate will be issued for the supervised internship in school psychology upon approval by the division of special education of the Ohio Department of Education.

(6) Adult education certificate. A new temporary certificate for teaching noncredit courses will be issued on the recommendation of the employing school superintendent.

(B) Renewal of a temporary certificate.

(1) A temporary teaching certificate may be renewed on completion of six semester hours of course work in an approved program leading to certification in the area in which the temporary certificate is held.

(2) A temporary noncredit adult education certificate may be renewed on the recommendation of the superintendent of the employing district.

(C) Substitute teaching certificate.

(1) Substitute elementary teaching certificate. A temporary substitute elementary teaching certificate may be issued to the holder of a baccalaureate degree who evidences twelve semester hours in professional education leading to elementary certification.

(2) Substitute high school or substitute special all grades teaching certificate. A temporary substitute high school or a temporary substitute special all grades teaching certificate may be issued to the holder of a baccalaureate degree who evidences twenty semester hours in the subject or field for which certification is sought.

(3) Substitute special certificate for education of the handicapped. A substitute teacher of handicapped pupils shall qualify for a full-time temporary certificate as specified in paragraph (A)(3) of this rule.

(4) Substitute vocational teaching certificate. A substitute teacher in vocational education shall meet the requirements specified in rule 3301-23-10 of the Administrative Code for the one-year vocational certificate.

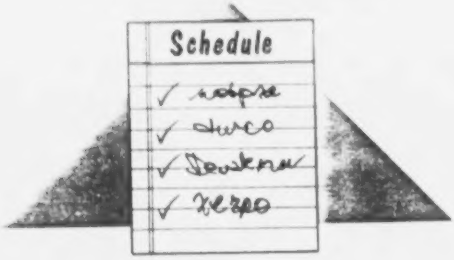
(5) Renewal of a temporary substitute teaching certificate. A one-year temporary substitute teaching certificate may be renewed on the recommendation of the superintendent of the employing district.

(D) Renewal of an expired certificate on a "substitute only" basis. A person who holds an expired standard teaching certificate may renew the certificate on a "substitute only" basis. The substitute limitation may be removed from a standard teaching certificate by completion of six semester hours of college course work or eighteen Ohio Department of Education approved continuing education units since the issuance of the certificate. For each year of satisfactory substitute teaching experience, renewal requirements shall be reduced by one semester hour or three Ohio Department of Education approved continuing education units.

(E) All course work required by this rule shall be completed at an institution approved to grant the baccalaureate degree by the Ohio board of regents or the equivalent if completed outside the state. Professional education course work shall be completed at an institution approved by the state board of education or the equivalent if completed outside the state.

GOAL 5

Planning



BEST COPY AVAILABLE

LEVEL: ADMINISTRATOR

GOAL: #5 Identify necessary data collection/record keeping information.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify information necessary to comply with state regulations.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity List information that is required both for staff files and student records.	1. Worksheet (A-W10) *Rules, Rules and More Rules for Preschools!*	1. Addresses for ordering multiple copies of the resources are: The Ohio Department of Education Division of Educational Services Early Childhood Section 65 S. Front Street, Room 202 Columbus, Ohio 43266-0308 614-466-0224 Ohio Department of Human Services 30 East Broad Street Columbus, Ohio 43266-0423 Discuss small group results with large group. Leader needs to assure that participants are aware of requirements for record keeping in *Rules for Preschool Programs* (3301-37-05) and district Special Education Policies and Procedures.

RULES, RULES, AND MORE RULES FOR PRESCHOOL!

LEVEL: ADMINISTRATOR

GOAL: **#5** Identify necessary data collection/record keeping information.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will become familiar with forms required by the Ohio Department of Education for chartered public and non-public school programs and for those required by the Ohio Department of Human Services for other community-based programs.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Individual activity Ask each participant to review the forms and follow-up with a whole group discussion. Complete one or more of the sample forms.	1. Handouts (A-H3 and 4) *Forms Packet* *Sample Discussion Questions About Preschool Record Keeping*	1. Review Ohio Department of Education and the Ohio Department of Human Services forms. Remind participants that chartered public and nonpublic schools are licensed by Ohio Department of Education and other programs by the Ohio Department of Human Services. Note: Sample questions are included to facilitate the discussion. Lead the question/answer session. Be prepared to discuss this topic in case there are few questions.
2. Discuss care of children with disabilities or health conditions regarding toileting, feeding, and medical issues.	**Supplemental Resources** Ohio Department of Human Services (1990). Sections: 51, 52, and 69. In *Licensing Rules*.	2. Leader needs to review the sections 51, 52, and 69 in the *Licensing Rules* book.

PRESCHOOL SPECIAL EDUCATION FORMS AND THEIR LOCATION

		Location in District			
SPECS Forms Numbers	Forms By Title	Central Office File	Building Office File	Sp. Ed. Office File	Psych. Office File
P-101	Permission for Preschool Service Review	✓			
P-113	Referral for Preschool Special Services Review	✓	✓		
P-113a	Multifactored Evaluation Planning Chart	✓	✓	✓	✓
P-114	Parent Notification of Recommended Disposition by Preschool Special Services Committee	✓			
P-125	Individualized Education Program	✓	✓	✓	
P-134	Multifactored Evaluation Team Report	✓	✓	✓	✓

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PROSPECTUS

OF A PROGRAM PLANNED FOR OHIO DEPARTMENT OF EDUCATION APPROVED CONTINUING EDUCATION UNITS

FORM MUST BE TYPED
Duplicate additional copies for future use!

Ohio Department of Education
Division of Inservice Education
65 South Front Street, Room 611
Columbus, Ohio 43266-0308

PART I. IDENTIFYING INFORMATION (Prospectus must be filled out completely)

A. ______________________________
Provider Identification No.

B. ______________________________
Provider Agency Name

C. ______________ / __________ / __________ / __________
Mailing Address / City / State / Zip

D. ______________ / __________ / ( ) __________
Contact Person / Position / Telephone

PART II. PROGRAM INFORMATION

A. ______________________________
Program Title

B. ______________ / __________ / __________
No. of Contact Hrs. / No. of CEUs / Program Site

____
Date(s)

C. Please check (✓) the process which will be used to report the names, addresses, and social security numbers of persons who meet the attendance requirements for this program.

________ Electronic Transfer ________ Address Sheets: __________ No. Needed

D. List topic(s) or theme(s) to be addressed:

____

E. List major intended learning outcomes:

____

____

F. Identify instructional techniques or strategies that will be used to obtain the intended learning outcomes:

____

____

____

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G. Identify the assessment techniques or strategies that will be used to determine the achievement of the intended learning outcomes:

____

____

____

____

H. Program Description (Check One)

1. _____ Adult Development
2. _____ Assessment
3. _____ Business Management
4. _____ Career Education
5. _____ Classroom Management
6. _____ Communication Skills
7. _____ Computers
8. _____ Cooperative Learning
9. _____ Counseling
10. _____ Curriculum
11. _____ Economics
12. _____ Effective Schools
13. _____ Effective Teaching
14. _____ Equity Issues
15. _____ Food Service
16. _____ Gifted Education
17. _____ Health Services
18. _____ Home Economics
19. _____ Industrial Technology
20. _____ Interpersonal Relations
21. _____ Intervention
22. _____ Kindergarten
23. _____ Labor Relations
24. _____ Learning Styles
25. _____ Legal Issues
26. _____ Library/Media
27. _____ Management Skills
28. _____ Mathematics
29. _____ Mentor Training
30. _____ Motivation
31. _____ Non-English Speaking Students
32. _____ Office Administration
33. _____ Oral and Written Communication
34. _____ Peer Coaching
35. _____ Personnel
36. _____ Problem Solving
37. _____ Public Relations
38. _____ Real Estate
39. _____ School Finance
40. _____ School Law
41. _____ School Reform
42. _____ Science
43. _____ Social Studies
44. _____ Special Education
45. _____ Supervision of Instruction
46. _____ Teaching of Reading
47. _____ Thinking Skills
48. _____ Trade and Industrial Ed.
49. _____ Transportation
50. _____ Vocational Education
51. _____ Other _______________

I. List major program presenters' names and qualifications. Staple continuation page, if necessary.

1. ____
2. ____
3. ____
4. ____
5. ____

PART III. PLEASE STAPLE COPY OF PROMOTIONAL MATERIAL AND TENTATIVE AGENDA FOR THIS PROGRAM TO THIS FORM.

NOTE: Only prospectus that fully meets the requirements stated in the guidelines will be considered for CEU credit.

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OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
PRESCHOOL/SCHOOL-AGE CHILD CARE PROGRAM OPERATION
SUPERINTENDENT'S STATEMENT

Instructions

Public schools, CBMR/DD, and chartered nonpublic schools which are not the fiscal agent for a preschool/school-age child care program must complete the form below with the information requested. The signature of the superintendent/chief administrative officer notifies the Ohio Department of Education that the school district, CBMR/DD, or chartered nonpublic school is not currently a fiscal agent for a preschool and/or a school-age child care program. If the school district, CBMR/DD, or chartered nonpublic school is a member of a consortium but not the fiscal agent, the form below must be completed.

Indicate the type of program (one or both programs may be indicated, as applicable) on line 1. Enter the name of the school district, CBMR/DD, or chartered nonpublic school, IRN, county, and telephone number on lines 2, 3, 4, and 5. The typed name and signature of the superintendent or CAO is required on lines 6 and 7.

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
PRESCHOOL/SCHOOL-AGE CHILD CARE PROGRAM OPERATION
SUPERINTENDENT'S STATEMENT

The school district, county board of MR/DD, or chartered nonpublic school listed below is not a fiscal agent for a preschool/school-age child care program.

1. Check the appropriate program: ______ Preschool Program

______ School-Age Child Care Program

2. Name of school district, CBMR/DD, or chartered nonpublic school

____

3. IRN ________________ 4. County ________________

5. Telephone Number ____

6. Name of superintendent/chief administrative officer (typed)

____

7. Signature of superintendent/chief administrative officer

____

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

A-H3

SCHOOL ENVIRONMENT INSPECTION FORM

____
Health District

Name of School ______________________________ Address ______________________________

Clerk, Board of Education ______________________________ Address ______________________________

Superintendent or Principal ______________________________ Address ______________________________

Custodians ____

☐ Elementary
☐ Junior High
☐ Senior High
Enrollment __________

No. Classrooms __________
Food Service ☐ Yes ☐ No
Swimming Pool ☐ Yes ☐ No

☐ Municipal Sewage
☐ Public Sewage
☐ Municipal Water
☐ Public Water

Items marked by (x) are explained below with recommendations.

- I Surroundings
  - A. Location ☐
  - B. Grounds, Walkways, and Driveways ☐
  - C. Playground Equipment ☐
- II Building
  - A. Structure ☐
  - B. Floor Cleaning and Repair ☐
  - C. Walls and Ceiling – Cleaning and Repair ☐
  - D. Doors and Windows ☐
- III Heating and Ventilation
  - A. Thermostat and Thermometer Each Classroom ☐
  - B. Temperature and Humidity ☐
  - C. Ventilation and Dust Control ☐
- IV Lighting
  - A. Adequate Artificial Lighting ☐
  - B. Maintenance of Fixtures ☐
  - C. Quality and Proper Use of Lighting ☐
- V Water Supply
  - A. Source, Development, and Treatment ☐
  - B. Pressure and Chemical Quality ☐
  - C. Plumbing, Maintenance, and Design ☐
  - D. Drinking Fountains ☐
- VI Toilet and Locker Room Facilities
  - A. Cleaning, Repair, and Adequacy of
    - 1. Rooms ☐
    - 2. Showers and Toilet Fixtures ☐
    - 3. Lockers and Modesty Equipment ☐
    - 4. Handwashing Facilities ☐
  - B. Ventilation ☐
  - C. Rest Room Supplies ☐
- VII Waste Disposal
  - A. Sewage System Operation ☐
  - B. Sewage System Maintenance ☐
  - C. Refuse and Garbage Disposal ☐
  - D. Refuse and Garbage Storage ☐
- VIII School Room Facilities
  - A. Adequate Equipment and Furnishings ☐
  - B. Maintenance of Equipment and Furnishings ☐
  - C. Room Population (Overcrowding) ☐
- IX Accident Prevention
  - A. Traffic Safety ☐
  - B. Fire Exits Marked, Adequate ☐
  - C. Fire Fighting Equipment ☐
  - D. Rooms and Halls Free of Hazards ☐
  - E. Stairways and Playgrounds Free of Hazards ☐
  - F. Properly Equipped Emergency Room ☐
- X Insect and Rodent Control
  - A. No Evidence of Insect Infestation ☐
  - B. No Evidence of Rodent Infestation ☐
  - C. Proper Control Procedures Used ☐

Recommendations:

____

____

____

____

____

______________________________ ______________________________
Date Sanitarian

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
SCHOOL-AGE CHILD CARE PROGRAM EXEMPTION-FUNDS
SUPERINTENDENT'S STATEMENT

Instructions

Public schools, CBMR/DD, and chartered nonpublic schools which operate school-age child care program, do not receive state and/or federal funds to operate a school-age child care program, and do not choose to be licensed, must complete the form below with the information requested. The signature of the superintendent/chief administrative officer notifies the Ohio Department of Education that the school district, CBMR/DD, or chartered nonpublic school listed below operates a school-age child care program but does not receive state and/or federal funds and is, therefore, exempt from licensure. Enter the name of the school district, CBMR/DD, or chartered nonpublic school, IRN, county, and telephone number on lines 1, 2, 3, and 4. The typed name and signature of the superintendent or CAO is required on lines 5 and 6.

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
SCHOOL-AGE CHILD CARE PROGRAM EXEMPTION-FUNDS
SUPERINTENDENT'S STATEMENT

The school district, county board of MR/DD, or chartered nonpublic school listed below does not receive state and/or federal funds to operate a school-age child care program and chooses not to be licensed.

1. Name of school district, CBMR/DD, or chartered nonpublic school

____

2. IRN ____________________ 3. County ____________________

4. Telephone Number ( ) ______________________________________

5. Name of superintendent/chief administrative officer (typed)

____

6. Signature of superintendent/chief administrative officer

____

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A-H3

Building Code Reference
Building code applied at time
of last inspection report ______________________
No information available (new application) ____________
Not applicable ______________________

COUNTY __________

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
FIRE INSPECTION REPORT/PRESCHOOL PROGRAM

Name of Program ______________________ Director ______________
Street Address ______________________________________
City, State, Zip Code ______________________________________
Person with whom report was discussed ____________________________

This is to certify that I inspected the buildings comprising this preschool program and collected the following information.

1. Type of construction: ☐ Frame ☐ Brick ☐ Block ☐ Other ________
   Floors: ☐ Wood ☐ Concrete ☐ Other ______________
   Stairways: ☐ Wood ☐ Concrete ☐ Other ______________

2. Number of floors ________
   What floors have been approved for sleeping arrangements?
   ☐ First ☐ Second ☐ Third
   Explain limitations, if any, on approval for sleeping arrangements
   ____
   ____

3. Rule 3301-37-04, Ohio Administrative Code, requires that preschool programs have fire inspection approval for the care of infants (children under eighteen months of age) and/or nonambulatory children of any age on any floor besides the first floor of a building.
   Has the building been approved for infant or nonambulatory care on any floor besides the first floor? ☐ Yes ☐ No
   Comments ______________________________________
   ____

4. Are stairways enclosed? ☐ Yes ☐ No

5. Does facility have adequate and proper means of egress? ☐ Yes ☐ No

6. Proper type and number of fire extinguishers? ☐ Yes ☐ No
   Number ______________

7. Evidence of good housekeeping? ☐ Yes ☐ No

8. Is there a fire service-approved evacuation procedure? ☐ Yes ☐ No

9. If the answer to number 8 is no, did you establish an evacuation plan? ☐ Yes ☐ No

10. Is floor plan for fire evacuation posted? ☐ Yes ☐ No

11. If applicable, what type of fire alarm system is provided? ______________
    ____
    ____

-over-

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Is the facility reasonably free from conditions hazardous to the safety of children and approved as such? [ ] Yes [ ] No

If no, list violations:

Below, make the recommendations for correcting all violations listed.

All violations must be corrected. Reinspection and approval are required if any violations listed are not corrected immediately.

Date Inspected ____________	Date Reinspected ____________
	Reinspected and Approved By
Inspected By ____________ Signature	____________ Signature
____________ Title	____________ Title
____________ Name of Fire Department	____________ Name of Fire Department

The preschool director should keep one copy of this form. The local fire department should receive one copy of this form.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*, 9/91

To: Parent
Records Control Officer

SPECS P-101

PERMISSION FOR PRESCHOOL SERVICE REVIEW

I. ______________________________ hereby give my permission for the
Parent/Legal Guardian/Surrogate

______________________________ to conduct a Preschool Special
School District

Services Review for ______________ . In giving my permission I understand that
Name of Child
any or all of the following may occur:

1) Review of relevant records.
(Releases of Information will be included.)
2) Interview(s) with myself or caregiver.
3) Observation(s) of my child.
4) Administration of screening instruments.

I further understand and agree that the information collected by the school district will then be reviewed by the Early Childhood Special Services Review Committee and that a recommendation will be made regarding the need for additional evaluations and/or referral for other intervention services.

____
Name of Parent/Legal Guardian/Surrogate

____
Signature

____
Date

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SPECS P-113-1

REFERRAL FOR SPECIAL SERVICES REVIEW

Identifying Data:

Name of Child: ______________________ Nickname: ______________

Date of Birth: ______________ Sex: ____ Social Security No. ____________

Parent(s) Name: Mother: ______________ Father: ______________

Parent(s) Address: Mother: ______________________________

Father: ______________________________

Parent(s) Phone No. Mother: ______________ Father: ______________

Legal Guardian/Surrogate Name: ______________________________

Legal Guardian/Surrogate Address: ______________________________

Legal Guardian/Surrogate Phone No.: ______________________________

Directions to Child's Home: ______________________________

Name of Person Completing Form: ______________________________

Address of Person Completing Form: ______________________________

Phone No. of Person Completing Form: ______________________________

Child's History

A. Medical

1. Who is the child's regular physician? ______________________________
2. When was the child's last physical examination? ______________________
3. Has the child attended any of the following?

   a. **Health Department Clinics** Yes ☐ No ☐

   Which Clinics and when ______________________________

   Is the child receiving benefits from the Bureau for Children with Medical Handicaps (BCMH)? Yes ☐ No ☐

   b. **Health Chek or Healthy Start** Yes ☐ No ☐

   When was the last appointment? ______________________________

   c. **WIC (Women's Infants, Children) Physical** Yes ☐ No ☐

   When was it done? ______________________________

   d. **Hospital Clinics** Yes ☐ No ☐

   Which hospitals/clinics and when? ______________________________

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SPECS P-113-2

4. Have any of the following types of evaluations been done with the child?
   a. Speech/Language Yes ☐ No ☐
   Where? ____________ When? ____________
   b. Physical Therapy Yes ☐ No ☐
   Where? ____________ When? ____________
   c. Occupational Therapy Yes ☐ No ☐
   Where? ____________ When? ____________
   d. Vision Yes ☐ No ☐
   Where? ____________ When? ____________
   e. Hearing Yes ☐ No ☐
   Where? ____________ When? ____________
   f. Cognitive/Ability Testing Yes ☐ No ☐
   Where? ____________ When? ____________
5. Were there any complications during pregnancy? Yes ☐ No ☐
   If yes, please describe ____________
   ____
   ____
   ____

   Were there any complications during or immediately following child's birth? Yes ☐ No ☐
   If yes, please describe ____________
   ____
   ____
   ____

   Where was the child born? ____________
   Who delivered the child? ____________

B. Developmental History

1. Motor
   a. At what age did the child sit independently? ____________
   b. At what age did the child crawl? ____________
   c. At what age did the child take his/her first steps independently? ____________
2. Language
   a. At what age did the child say words that were understandable? ____________
3. Toilet training
   a. When did the child sleep through the night without diapers? ____________
   b. Is the child totally toilet trained? Yes ☐ No ☐
   If not, at what level of toilet training is the child? ____________
   ____
   ____

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SPECS P-113-3

C. Family History:

1. With whom does the child live? ______________________________

____

2. Siblings? 2.a. Others in Home?

Names	Ages	Names

3. With whom does the child stay during the day? ______________________________

____

(Name of person and relationship to child or care center.)

4. Describe a typical day for the child.

What time does he/she wake up? ______________________________

What are typical morning activities? ______________________________

What are typical meal times? Where and with whom does the child eat? ______________________________

____

What does the child like to eat? ______________________________

____

What are typical nap and bed times? ______________________________

How many hours does the child nap? ______________________________

How many hours does the child sleep at night? ______________________________

How often does the child wake up during the night and need attention? ______________________________

Does the child play with other children during the day? Yes ☐ No ☐

Does the child have special needs that require daily care or daily activities from the caretaker? Yes ☐ No ☐

If yes, please describe

____

____

____

What does the child like to play with? ______________________________

____

____

____

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SPECS P-113-4

Intervention

A. Has the child ever received any of the following special services, treatments or therapies?

1. Speech/Language Yes ☐ No ☐
   Where? ______________________ When? __________________________
   Therapist's Name ____
2. Physical Therapy Yes ☐ No ☐
   Where? ______________________ When? __________________________
   Therapist's Name ____
3. Occupational Therapy Yes ☐ No ☐
   Where? ______________________ When? __________________________
   Therapist's Name ____
4. Orientation and Mobility Training Yes ☐ No ☐
   Where? ______________________ When? __________________________
   Specialist's Name ____
5. Auditory Training/Rehabilitation Yes ☐ No ☐
   Where? ______________________ When? __________________________
   Specialist's Name ____
6. Infant Stimulation/Supportive Home Services Yes ☐ No ☐
   Where? ______________________ When? __________________________
   Teacher's Name ____
7. Psychological Counseling Yes ☐ No ☐
   Where? ______________________ When? __________________________
   Counselor's Name ____
8. Other Yes ☐ No ☐
   Where? ______________________ When? __________________________
   Specialist's Name ____

B. List present or past preschools and dates attended

Where? ______________________ When? __________________________
Where? ______________________ When? __________________________
Where? ______________________ When? __________________________
Where? ______________________ When? __________________________
Where? ______________________ When? __________________________

C. Has the parent(s)/family ever received or participated in any of the following support services? Please check (✓)

☐ A parenting group or parent support group.
☐ Family counseling to assist with child's special needs.
☐ Respite care.
☐ Other (specify) ____
____
____

---

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SPECS P-113-5

PRESENT LEVELS OF PERFORMANCE

Please describe the child's present skills in the following areas by checking the box in each section which most closely describes the child's best current performance, making comments as needed.

Name and Title of Person Completing Form: ____________________

Method Used: (✓) check ☐ Observation ☐ Structured Interview

Eating

☐ needs to be fed
☐ partially self-feeds
☐ eats and drinks independently

Dressing

☐ needs to be dressed
☐ removes small articles of clothing
☐ dresses self except shoes

Toileting

☐ wears diapers
☐ uses potty with help
☐ independent

Attention

☐ needs constant attention/supervision
☐ occupies self with toys for ten or more minutes
☐ attends to small group activity for ten or more minutes

Receptive

☐ does not appear to understand words
☐ shows understanding of several words, e.g., "mommy," or "pop"
☐ can follow simple commands such as "Give Daddy the cookie"

Expressive Language

☐ uses gestures and/or sounds
☐ says at least ten words you can understand
☐ says two or three words together
☐ uses sentences

Hearing

☐ does not respond regularly to sounds
☐ looks at or reacts correctly to sources of sounds (looks at phone when it rings, looks out the window when a truck passes, turns when name is called)
☐ responds to simple directions given when back is turned

Cognitive

☐ looks for toy or person who is out of sight
☐ shows understanding of how things work by turning things on/off, activating a variety of toys or directing adults to do so

Cognitive (continued)

☐ sorts toys or objects by at least one feature (color, size, shape)
☐ counts to four and names 2 or 3 colors

Fine Motor

☐ needs help to pick up small pieces of food or small toys
☐ independently picks up small toys and transfers hand to hand
☐ draws one or more recognizable form (circle, line, etc.) with crayon, chalk, or pencil

Play

☐ needs stimulation to be provided by another person
☐ holds and manipulates toys (shakes, chews, bangs, etc.)
☐ uses some toys and objects appropriately (pushes truck, rocks baby, uses brush to brush hair, etc.)
☐ uses imagination to play (pretends to cook dinner, pretends to be Mommy going to work, dresses like Daddy)

Gross Motor

☐ needs to be carried or moved by another person
☐ crawls or cruises on furniture
☐ walks independently

Vision

☐ does not show recognition of people or objects by sight
☐ recognizes familiar people and toys, locates familiar objects in house, e.g., shoes, tooth brush, t.v.
☐ points to and names things and people in pictures

Social

☐ shows little response to other people
☐ enjoys frolic play, peek-a-boo, pat-a-cake
☐ will sometimes share toys and cooperate in play
☐ takes turns in simple games (Duck Duck Goose, The Farmer in the Dell)

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RECOMMENDED DISPOSITION

SPECS P-113-6

Preschool Special Services Committee Review

(✓) check Data suggests the following:

☐ Presence of suspected disability and a Multifactored Evaluation is required

Suspected area(s) of disability (please ✓ check)

☐ Cognitive Ability
☐ Hearing Abilities
☐ Social-Emotional/Behavioral
☐ Adaptive Behavior
☐ Vision Abilities
☐ Communication
☐ Motor Functioning

☐ Data does not suggest presence of suspected disability (please ✓ check)

☐ a. No further action is indicated

☐ b. Rescreen by ______________________ by ________________________________
Date Person Responsible

☐ c. Refer to other community agencies:

Agency Name	Committee Member Responsible

Committee members who disagree with the above recommendation(s) shall submit a separate statement.

____
Name of Committee Chairperson

____
Signature of Committee Chairperson

____
Date

☐ The parent has requested a multifactored evaluation and has indicated the following area(s) of suspected deficit: (please ✓ check)

☐ Cognitive Ability
☐ Hearing Abilities
☐ Social-Emotional/Behavioral
☐ Adaptive Behavior
☐ Vision Abilities
☐ Communication
☐ Motor Functioning

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To: Multifactored Evaluation Team **SPECS P-113a**

Name of Child________________________________ D.O.B. ________________________

EARLY CHILDHOOD COMMITTEE MULTIFACTORED EVALUATION PLANNING CHART

As a committee, make decisions regarding how each area shall be addressed. In the appropriate box, write the name of the person who will be responsible and the approximate date of expected accomplishment. Check (✓) appropriate box when completed.

	Structured Interview	✓	Structured Observation	✓	Norm-Referenced	✓	Criterion-Referenced	✓
a. Background								
b. Adaptive Behavior								
c. Cognitive Ability								
d. Communication								
e. Hearing Abilities								
f. Preacademic								
g. Sensorimotor								
h. Social-Emotional/ Behavioral								
i. Vision Abilities								
j. Medical								
k. Summary								

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To: **Parent(s)**
Referral Source

SPECS P-114

PARENT NOTIFICATION OF RECOMMENDED DISPOSITION BY PRESCHOOL SPECIAL SERVICES COMMITTEE

Date ______________________________

Dear ____ ,

On _____ / _____ / _____ the Preschool Special Services Review Committee met to
Date
review the data/information regarding your child. As a result of this review the following is recommended:

(✓ where appropriate)

☐ 1. There is a suspected disability in the following area(s) and a multifactored evaluation is needed. (Please ✓ check)

- ☐ Cognitive Ability
- ☐ Hearing Abilities
- ☐ Social-Emotional/Behavioral
- ☐ Motor Functioning
- ☐ Adaptive Behavior
- ☐ Vision Abilities
- ☐ Communication

Information regarding this process, your rights as a parent, and a request for permission for the evaluation is either included or will be sent to you within 30 days.

☐ 2. A disability is not suspected and the following is recommended.

(✓ where appropriate)

☐ No further action is indicated
☐ A rescreening is suggested by

__________________________ ______________________________________
Date Person Responsible

☐ A referral to one or more of the following agencies is recommended.

Agency Name	Person Responsible	Phone No.

Please understand that these are recommendations. If you do not agree with these recommendations or have questions/concerns, please contact ___________________________ __________________ as soon as possible.
Name Phone No.

Sincerely,

____
Signature

____
Name and Title

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

INDIVIDUALIZED EDUCATION PROGRAM

SPECS P-125-1

IEP Meeting Date ___ / ___ / ___ Effective School Year ________

☐ Initial Placement
☐ Periodic Review

Child's Name ____________ D.O.B. ___ / ___ / ___ C.A. ______ Sex ____

Parent(s) ____________________ Phone ________

Address ____________________

District of Residence ____________ District/Agency of Attendance ____________

Location of Special Education Program and/or Related Services ____________

Date of Next Schedule Review ___ / ___ / ___
Month Day Year

AREA(S) OF DOCUMENTED DEFICIT: (check all that apply)

☐ Cognitive & Adaptive Behavior
☐ Cognitive & One or More of the Areas Listed Below
☐ Adaptive Behavior & One or More of the Areas Listed Below
☐ Communication Skills
☐ Hearing Abilities
☐ Motor Functioning
☐ Social & Emotional/Behavior Functioning
☐ Vision Abilities

PRESENT LEVELS OF DEVELOPMENT/FUNCTIONING

Domains of developmentally appropriate curriculum affected by area(s) of documented deficit(s): (✓ **all that apply**)

☐ Adaptive ☐ Cognitive ☐ Sensorimotor ☐ Aesthetic ☐ Communication ☐ Social-Emotional

☐ Other (please specify) (1.) ________ (2.) ________ (3.) ________

Records Control Officer–White • Parent–Canary • Program Teacher–Pink • Related Service Provider–Goldenrod

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A-H3

INDIVIDUALIZED EDUCATION PROGRAM

SPECS P125-1-a

Child's Name ________________________________ D.O.B. ___ / ___ / ___ Page ______ of ______

PRESENT LEVELS OF DEVELOPMENT/FUNCTIONING (CONTINUED)

Records Control Officer–White • Parent–Canary • Program Teacher–Pink • Related Service Provider–Goldenrod

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INDIVIDUALIZED EDUCATION PROGRAM

SPECS P-125-2
Revised 9/91

Child's Name ______________________ D.O.B. ___ / ___ / ___ Page _____ of _____

Annual Goals	Short-Term Instructional Objectives Including Objective Criteria and Evaluation Procedures	Check (✓) and date if met

Records Control Officer–White • Parent–Canary • Program Teacher–Pink • Related Service Provider–Goldenrod

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INDIVIDUALIZED EDUCATION PROGRAM

SPECS P-125-3

Child's Name ______________________ D.O.B. ___ / ___ / ___ Page ______ of ______

DETERMINATION OF LEAST RESTRICTIVE ENVIRONMENT

Based upon the IEP Goals and Objectives and the Strengths and Needs of the Family, the IEP Conference Participants Have Discussed the Following Least Restrictive Environment Options:

Program (Check ✓)	Location options where special education services may be delivered (list all options available and check options considered)		Participation with Typically Developing Peers Available Check ✓ Yes	or No
Center Based ☐	______________________	☐	☐	☐
	______________________	☐	☐	☐
	______________________	☐	☐	☐
Itinerant ☐	Home	☐	☐	☐
	Parent Selected Licensed Child Care/Preschool/Kindergarten	☐	☐	☐
	Public School Kindergarten	☐	☐	☐

SPECIAL EDUCATION PROGRAM

Based upon the Discussion of Least Restrictive Environment Options, the Following Program Has Been Selected.

Program	Location	Number of Hours	Extent of Participation with Typically Developing Peers	Date of Initiation	Anticipated Duration	Date Terminated
				/ /		/ /
				/ /		/ /
				/ /		/ /

Needs Necessitating Placement in Separate Facility: (If child is placed in separate facility, document needs necessitating such placement) ______________________

RELATED SERVICES

Service	cation	Type of Service (Check ✓) Consultation	 Classroom by Therapist	 Pullout	Date of Initiation	Anticipated Duration	Date Terminated
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /
		☐	☐	☐	/ /		/ /

IEP MEETING PARTICIPANTS

(Sign only when in agreement)

Teacher	District Representative	Parent/Guardian/Surrogate
Name: ______	Name: ______	Name: ______
Position: ______	Position: ______	Position: ______
Signature: ______	Signature: ______	Signature: ______
Evaluation Team Member	**Other**	**Other**
Name: ______	Name: ______	Name: ______
Position: ______	Position: ______	Position: ______
Signature: ______	Signature: ______	Signature: ______

IEP Meeting Participants who disagree shall submit a separate statement.

PARENT/GUARDIAN/SURROGATE SIGNATURE

Please Check (✓)

- ☐ I have read and understand the contents of the IEP and was provided the opportunity to participate in it's development.
- ☐ I give my permission for placement and services herein.
- ☐ I waive my right to notification by certified mail of the placement decision.

Parent/Guardian/Surrogate Signature: ______________________ Date: __________

I do not give my permission for the placement proposed and I understand that no change in educational placement shall occur until present differences are resolved.

Parent/Guardian/Surrogate Signature: ______________________ Date: __________

Superintendent Signature: ______________________ Date: __________

Records Control Officer–White • Parent–Canary • Program Teacher–Pink • Related Service Provider–Goldenrod

FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

To: **Records Control Officer**
LDC
Teachers
Provider District

SPECS P-134-1

MULTIFACTORED EVALUATION TEAM REPORT

Name of Child ______________________________

D.O.B. ______________ Social Security Number ______________

Parent(s)/Legal Guardian/Surrogate Name ______________________

Address ______________________________

City ______________ State ________ Zip Code ________

Telephone Number ______________________________

Name(s) Position(s) of Person(s) Making Referral ______________

____

____

____

Reason for Referral

____

____

____

____

Date of Referral ______________________________

Suspected Area of Disability (Check ✓ all that apply)

- ☐ Cognitive and Adaptive Behavior
- ☐ Cognitive and One or More Areas Listed Below
- ☐ Adaptive Behavior and One or More Areas Listed Below
- ☐ Communication Skills
- ☐ Hearing Abilities
- ☐ Motor Functioning
- ☐ Social-Emotional/Behavioral Functioning
- ☐ Vision Abilities

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SPECS P-134-2

Name of Child ______________________________ D.O.B. __________________

I. Background

Person(s) Completing Section ______________________________

Agency(ies) and Title(s) ______________________________

Information Provided by ______________________________

____

____

A. Developmental ______________________________

____

____

____

____

____

B. Family ______________________________

____

____

____

____

____

C. Medical ______________________________

____

____

____

____

____

D. Educational History (When Appropriate) ______________________________

____

____

____

---

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SPECS P-134-3

Name of Child ______________________________ D.O.B. ________________

II. Observation Data (Required for all preschool children)

Name(s) of Person(s) Conducting Observation ______________________________

Agency(ies) and Title(s) ______________________________

Observation Date ______________________________

Setting ______________________________

A. Describe and summarize behaviors observed in area(s) of suspected disability.

B. Describe and summarize behavior observed in other domains
(list domains observed):

C. Interpretation (results compared to typical development).

---

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OBSERVATION GUIDE

Please try to observe the child's behavior in the following domains. Pay special attention to the circled domains which are suspected areas of disability.

This guide is intended to provide a guide to behaviors which you need to observe and to provide a reference guide for typical development.

Please be specific in your observation about the child's environment, activity, and behavior during the observation period.

VISION

- Follows you or a favorite toy with eyes by 4 months
- Holds head straight rather than in tilted or awkward positions
- Seems able to locate and pick up small objects by age 1 year
- Eyes do not seem to hurt
  Eyes look healthy
  (Eyelids are not red, watery, or puffy)
- Eyes are not crossed

HEARING

- Responds to the sound of a bell or a door slamming by 1 month
- Turns toward sounds or voices by age 6 months
- Has few earaches
- Talks in a normal voice, not too loudly or softly
- Seems to hear you when you call from another room
- Seems to hear as well with one ear as the other (Does not always turn the same ear toward voices or sounds)

PLAYING

- Reaches for and holds rattle or squeaky toy placed in his or her hand by 5 months
- Plays games like "pat-a-cake" and "peek-a-boo" by age 1 year
- Imitates grown-ups doing simple chores by 18 months
- Shows that he or she enjoys play by wiggling and laughing or by crying when game stops
- Plays with other children by age 3 years
- Shares and takes turns with others some of the time by age 4 years

COMMUNICATION

- Makes noises other than crying by 2 months
- Makes high pitched happy squeals by 6 months
- Says words like "mama" and "dada" by 1 year
- Says at least 3 words other than "mama" or "dada" by 18 months
- Combines two or more different words by age 2 years
- Can carry on a simple conversation by age 3 years
- Repeats easy rhymes or jingles by age 3 1/2 years
- Can be understood by people not familiar with the child's speech by age 4 years

COGNITIVE

- Responds to his or her own name by 6 months
- Looks for an object which is removed from sight by 9 months
- Points to body parts like eyes, nose, mouth, or tummy by 2 years
- Follows simple directions by age 2 1/2 years
- Understands in, on, under, etc. by 3 years

SENSORIMOTOR

- Lifts head when placed on tummy by 3 months
- Rolls over by 5 months
- Sits alone by 8 months
- Stands and walks by 18 months
- Scribbles on paper with a pencil or crayon by 2 years
- Throws a ball overhand by 2 1/2 years
- Builds a tower of 6 or more blocks by 3 years
- Balances on one foot by age 4 years

ADAPTIVE (Self-Help)

- Feeds self a cracker by 8 months
- Drinks from a cup without spilling much by 18 months
- Tries to help with simple household tasks like picking up toys, getting things, and bringing them to you, etc., by 2 years
- Puts on some of his or her own clothes such as socks, shirt, or pants by 3 years
- Uses toilet with few accidents by 3 1/2 years

Indicate in the text of your observation any maladaptive behaviors which you observed, including but not limited to: aggressive behavior toward others; destructive behavior; self-stimulation; atypical communication such as repetitive speech; rigid or repetitive behavior; non compliance. Also indicate intensity and frequency of the above behaviors.

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SPECS P-134-4

Name of Child ______________________ D.O.B. ______________

III. **Structured Interview** (Required for all preschool children)

Name(s) of Person(s) Conducting Interview ______________________

Agency(ies) and Title(s)______________________

Name of Informant(s)______________________

Date of Interview ______________________

Instrument ______________________

A. Describe and summarize the concepts/behaviors/skills the child is reported to have acquired:
   1. In the area of suspected disability

   2. In other domains

B. Describe and summarize the concepts/behaviors/skills the child is reported not to have acquired:
   1. In the area of suspected disability

   2. In other domains

C. Interpretation (results compared to typical development).

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SPECS P-134-5

Name of Child ______________________________ D.O.B. ________________

IV. Standardized Norm-Referenced Data (Required in area(s) of suspected disability except in cases of vision and hearing)

Name(s) of Person(s) Conducting the Assessment ______________________________

Agency(ies) and Title(s) ______________________________

Name of Instrument(s) ______________________________

Date of Assessment(s) ______________________________

Setting(s) ______________________________

Suspected Disability Area(s) ______________________________

A. Results

Test/Subtests (list)	Standard Score	S.D. Score

B. Describe and summarize the concepts/behaviors/skills demonstrated by the child on this assessment.

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SPECS P-134-5a

Name of Child ______________________ D.O.B. ______________

C. Describe and summarize the concepts/behaviors/skills not demonstrated by the child on this measure.

D. Interpretation (compare results to typical development).

E. Examiner's opinion regarding the reliability of estimate of child's functioning including overall rapport, adequacy/applicability of the instrument, other relevant factors.

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SPECS P-134-6

Name of Child ________________________________ D.O.B. ________________

V. Vision Criteria (Standardized norm-referenced data for children with suspected disabilities in vision)

Name(s) of Person(s) Conducting the Assessment ______________________________

Agency(ies) and Title(s) ______________________________________

Name of Instrument(s) ______________________________________

Date of Assessment(s) ______________________________________

Setting ____

	Left	Right
A. Visual acuity: uncorrected	________ / ________	________ / ________
corrected	________ / ________	________ / ________

B. If acuity is better than 20/70 in the better eye with correction, describe any physical eye condition that affects visual functioning such that special education placement, materials, and/or services may be required.

C. Describe the impact of the visual impairment on normal development and functioning.

D. Examiner's opinion regarding reliablity of estimate of child's functioning including overall rapport, adequacy/applicability of the instrument, other relevant factors.

---

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SPECS P-134-7

Name of Child ______________________ D.O.B. ____________

VI. **Hearing Criteria** (Standardized norm-referenced data for children with suspected disabilities in hearing)

Name(s) of Person(s) Conducting the Assessment ____________________

Agency(ies) and Title(s) ____________________

Name of Instrument(s) ____________________

Date of Assessment(s) ____________________

Setting ____________________

A. Average Pure Tone (APT) Hearing Loss in Better Ear:

	Left	Right
500 Hertz	________ dB	________ dB
1000 Hertz	________ dB	________ dB
2000 Hertz	________ dB	________ dB

B. If the APT hearing loss is at least 25dB's, but not greater than 50, in the better ear, provide documentation of one of the following:

1) A more severe hearing loss during the developmental years than is currently measured,
2) A delay in diagnosis, provision of amplification, and/or initiation of special programming; or
3) A history of chronic medical problems that have resulted in fluctuating hearing, presently or in the past, or
4) A hearing loss in excess of twenty-five decibels (ANSI) for the frequencies one thousand Hertz through eight thousand Hertz in the better ear, resulting in such poor auditory discrimination that it has an adverse effect upon the child's educational performance.

C. Describe the impact of the hearing loss on normal development and functioning.

D. Examiner's opinion regarding reliability of estimate of child's functioning including overall rapport, adequacy/applicability of the instrument, other relevant factors.

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SPECS P-134-8

Name of Child ________________________ D.O.B. ______________

VII. Criterion-Referenced/Curriculum-Based Assessment

(Required for all preschool children in area(s) of suspected disabilities)

Name(s) of Person(s) Conducting the Assessment ______________________________

Agency(ies) and Title(s)______________________________

Name of Instrument(s)______________________________

Area(s) Assessed ______________________________

Date of Assessment(s) ______________________________

Setting ______________________________

A. Describe and summarize the concepts/behaviors/skills successfully demonstrated.

B. Interpretation (compare results to typical development) and summarize.

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SPECS P-134-9

Name of Child ______________________ D.O.B. ______________

VIII. General Assessment Results (Required for all preschool children)

Medical Date: ______________________
(if related to area of suspected disability)
Person/Title Conducting Screening: ______________________

Results: ______________________

Vision Screening Date: ______________________

Person/Title Conducting Screening: ______________________

Results: ______________________

Hearing Screening Date: ______________________

Person/Title Conducting Screening: ______________________

Results: ______________________

Current Levels of Functioning:

A. If domain(s) have been previously described/summarized, indicate page number.

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SPECS P-134-9a

Name of Child ______________________________ D.O.B. ____________________

B. If domain(s) have not been previously described/summarized, indicate evaluation procedure or instrument(s) used and describe/summarize result(s), including name, evaluator, and date of evaluation.

Adaptive Behavior

Cognitive Ability

Communication Skills

Preacademic Skills

Sensorimotor/Motor Functioning

Social-Emotional/Behavioral Functioning

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To: **Parent** **SPECS P-134-10**

IX. Summary and Interpretation of Multifactored Evaluation

Name of Child ______________________________ D.O.B. ____________________

Date of Multifactored Evaluation ____

1. Summary of the child's strength(s) based on the multifactored evaluation.

2. Summarize the results obtained across the four methodologies in the area(s) of suspected disability.

3. Compare the child's performance in the area(s) of suspected disability to the performance expected of a typically developing child of the same age.

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To: Parent **SPECS P-134-10a**

Name of Child ______________________________ D.O.B. ____________________

4. Summarize the effect(s) that the area(s) of suspected disability has on normal development and functioning.

5. Suggested Intervention Strategies.

____
Signature of Multifactored Evaluation Team Chairperson

____
Name and Title of Multifactored Evaluation Team Chairperson

____
Date

____
Address

____
Telephone Number

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To: **Parent** **SPECS P-134-11**

Name of Child ______________________ D.O.B. ______________

VIII. Determination of Eligibility

1. Do the data obtained from the standardized norm-referenced instrument, the structured interview and observations, and the criterion-referenced or curriculum-based assessment confirm the existence of a documented deficit (Rule 3301-02)?

   If so, list the area(s) of documented deficit:

   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No

2. Does the deficit(s) have an adverse effect on normal development and functioning?

   List each deficit and indicate.

   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No

3. Is the deficit(s) solely a result of an environmental, cultural, or economic factor?

   List each deficit and indicate.

   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No
   ______________________ ☐ Yes ☐ No

4. Does the data from the four methodologies suggest that this is a preschool child with a disability? ☐ Yes ☐ No

5. Team members signatures/titles who agree with the results of the multifactored evaluation.

Name	Title

6. Team members signatures with dissenting opinion (attach opinion).

Name	Title

---

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LICENSURE REQUIREMENTS HIGHLIGHTS FORMS DESCRIPTION CHECKLIST

Form Description	Color	Completed by	Purpose	Supt/CAO signature required	Return to ODE	Check as completed
ECEL 1.0* Building Registration	blue	school	To obtain demographic information	yes	yes	—
ECEL 2.1 and ECEL 2.2* Building/site Plan	green	school	To provide a floor plan of space	no	yes	—
			To determine maximum occupancy	no	yes	—
ECEL 3.0* Building Inspection	yellow	supt/CAO or supt/CAO and local building official	To document that the building was inspected for use with preschool children	yes	yes	—
ECEL 4.0 Program Operation	fuchsia	supt/CAO	To notify ODE the district, CBMR/DD, non-public is not a fiscal agent for a preschool program	yes	yes	—
ECEL 5.0 Contract Notification	pink	supt/CAO	To notify ODE the district, CBMR/DD, non-public school is the fiscal agent of a program and contracts with another provider	yes	yes	—
ECEL 6.0 Program Exemption-Funds	grey	supt/CAO	To notify ODE the district, CBMR/DD, non-public school does not receive state and/or federal funds to operate a SACC program	yes	yes	—
Fire Inspection*	buff	local fire official	To document current fire inspection	no	yes	—
School Environment Inspection Form*	buff	local health official	To document current health inspection	no	yes	—
School Food License*	not included	local health official	To document current food license	no	yes	—

*** REQUIRED FOR LICENSURE APPLICATION**
Submit an original and one copy for all forms completed

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

A-H3

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
BUILDING INSPECTION FORM

Section I

Application is for: (check one)
1. ____ an existing preschool program in an existing school facility (complete Part I)
2. ____ a new school-age child care program in an existing school facility (complete Part I)
3. ____ an existing school-age child care program in an existing school facility (complete Part I)
4. ____ a new preschool program in a school facility (complete Part I and II)
5. ____ a new preschool program in a non-school facility (complete Part I and II)
6. ____ an existing preschool program in a non-school facility (complete Part I and II)
7. ____ a change of Use (complete Part I and II)
8. ____ a new school-age child care program in a non-school facility (complete Part I and II)
9. ____ an existing school-age child care program in a non-school facility (complete Part I and II)

Part I To be completed by the applicant	
Name of School District	County
Address	City, Zip
Signature of superintendent/chief administrative officer If this application is for an existing preschool or school-age child care program located in an existing school facility, attach a copy of the fire safety inspection dated within the last 12 months. Part II is not required.	Date of last fire safety inspection ____________________

Part II To be completed by the building official

Certificate of Use & Occupancy issued:

_____ Existing Use (OAC 4101:2-1-27D) _____ Temporary (OAC 4101:2-1-27E)

_____ New or altered Construction, Change of Use

Date of Approval: Use Group:

Conditions or Limitations of Approval:
(Indicate any additional conditions or attach a copy of the Certificate of Use and Occupancy that lists them. Use reverse side, if necessary.)

Approved floor	If entire floor is not approved, describe approved location	Age limitations

Inspection(s) Performed: _____ Safe and Sanitary (ORC 3781.06) _____OBBC

Name of Building Department: Telephone number:

Signature of Chief Building Official Date:

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

A-H3

Use this space to indicate any additional conditions or attach a copy of the Certificate of Use and Occupancy that lists them

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* FROM: SEO-SERRC *Model Policies. Procedures and Forms to Implement the Preschool Rules.* 9/91

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
BUILDING REGISTRATION

This form is to be used to record and maintain demographic information about each building to be licensed. Has information about this building been recorded previously? ____ Yes (update) ____ No

FOR DIVISION USE ONLY

Coordinator ____________________

SERRC ____________________

Date ____________________

Section I

ODHS license Yes ____ No ____

Expiration date ____________________

Section II

1. Fiscal Agent Name ____________________
2. Fiscal Agent IRN ____________________ 3. County ____________________
4. a. Superintendent/CAO ____________________
   b. Superintendent of the diocese, if different from 4a ____________________
5. Building name in which program is located ____________________
6. IRN ____________________
7. Building contact person ____________________
8. Telephone ( ) ____________________
9. Building address in which program is located: ____________________
   ____________________ Zip ____________
10. Directions to building location ____________________
   ____
11. Mailing address (if different from above): ____________________
   ____________________ Zip ____________

Section III

1. Program type: (check one) ______Preschool ______School-age Child Care
2. Preschool program operation hours: From _____to _____ Days of Operation: M T W Th F
3. School-age child care operation hours: a. From ___to ___ Days of Operation: M T W Th F
   b. From ___to ___ Days of Operation: M T W Th F
   Explain schedule in detail for #2 or #3, whichever applies ____________________
4. Ages of children served: Preschool 0 1 2 3 4 5 School-age child care 5-11 11-15
5. Number of classes/groups in each building ____________
6. Months program in operation: Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

Section IV

SUPERINTENDENT ASSURANCES

I assure that the preschool program listed on the reverse side will be operated in accordance with the *Rules for Preschool Programs 3301-37 O.A.C.* and, if applicable, *Early Intervention Program 5123:2-1 O.A.C.* section 04 (C) and (H) and *Rules for the Education of Preschool Children with Disabilities 3301-31 O.A.C.* rule 03 (G), (H), (J), and (K) and rule 04 (A)(1), (A)(2), and (B).

Date ____________ Superintendent/CAO Signature ____________

Section V

SUPERINTENDENT ASSURANCES

I assure that the school-age child care program listed on the reverse side will be operated in accordance with the *Rules for School Child Care Programs 3301-37 O.A.C.*

Date ____________ Superintendent/CAO Signature ____________

Section VI

CHARTERED NONPUBLIC SCHOOLS LICENSURE EXEMPTION STATEMENT

I choose to obtain licensure for my preschool/school-age child care program through the Ohio Department of Human Services. It is my responsibility to initiate the procedure for application to obtain licensure or renewal of licensure for said programs. I understand failure to meet application or renewal requirements for licensure as established by the Ohio Department of Human Services shall not revert to the Ohio Department of Education.

Date ____________ Chief Administrative Officer Signature ____________

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*, 9/91

ECEL 2.1 (1-92)
A-Preschool

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
BUILDING/SITE PLAN

PRESCHOOL

Section I

1. Fiscal Agent Name ______________________________ IRN ______________
2. Building Name ______________________________ IRN ______________

Section II

Attach a *floor plan* that reflects all indoor and outdoor areas used by preschool programs when the programs are in operation. Label the building/site plan with fiscal agent name and building name. The floor plan must identify all of the following information:

1. Label all classroom INDOOR SPACE.
2. Label all PLAY SPACE (may include a combination of indoor and outdoor space).
3. Label dimensions in feet and inches.
4. Label the floor/story of building where the classroom is located.

Section III

Calculate the maximum number of preschool children who may occupy the INDOOR SPACE at one time.

A. Calculate the total square feet available in the building for classroom INDOOR space according to the specifications in the floor plan as listed in Section II-1 above.

   1. Add the lengths of all rooms (INDOOR space) ____________________
   2. Add the widths of all rooms (INDOOR space) ____________________
   3. Multiply total width by total length = square feet ____________________
   4. Divide by 35 square feet ____________________

The number in Line 4 reflects the maximum number of preschool children the classroom indoor space identified in the building plan can accommodate at one time.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

Section IV

Calculate the maximum number of preschool children who may occupy play space (indoor/outdoor) at one time.

A. Calculate the total square feet available for play space according to the specifications in the floor plan as listed in Section II above.

1. Multiply Width by Length = Square Feet ____________________
2. Divide by 60 square feet ____________________

The number in Line 2 reflects the maximum number of children the play space (indoor/outdoor) identified in the building plan can accommodate at one time.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

ECEL 2.2 (1-92)
B-SACC

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
BUILDING/SITE PLAN

SCHOOL-AGE CHILD CARE

Section I

1. Fiscal Agent Name ______________________ IRN ____________
2. Building Name ______________________ IRN ____________

Section II

Attach a *floor plan* that reflects all indoor and outdoor areas used by SACC programs when the programs are in operation. Label the building/site plan with fiscal agent name and building name. The floor plan must identify all of the following information:

1. Label all INDOOR SPACE as PRIMARY, SECONDARY, AND/OR TERTIARY SPACE.

   *If the primary space allows 35 square feet per child when the maximum number of children are in attendance, there is no need to identify secondary space on the floor plan. Use **P** to identify the primary space on the floor plan.

   *When space other than primary space is needed to meet the 35 square feet per child requirement with the maximum number of children permitted in attendance, identify both secondary and tertiary space on the floor plan. Use **S** to identify the secondary space and **T** to identify the tertiary space on the floor plan.
2. Label all OUTDOOR SPACE
3. Label **P**, **S**, and **T** space dimensions in feet and inches.
4. Label the floor/story of building where the INDOOR space is located.

Section III

Calculate the maximum number of school age children who may occupy the INDOOR SPACE at one time.

A. Calculate the total square feet available in the building for PRIMARY indoor space according to the specifications in the floor plan as listed in Section II-1 above.

   1. Add the lengths of all rooms (PRIMARY space) ____________
   2. Add the widths of all rooms (PRIMARY space) ____________
   3. Multiply total width by total length = square feet ____________
   4. Divide by 35 square feet ____________

The number in Line 4 reflects the maximum number of school age children the indoor space identified in the building plan can accommodate at one time.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

B. If secondary space is identified, calculate the total square feet available for SECONDARY indoor space according to the specifications in the floor plan as listed in Section II-1 above.

1. Add the lengths of all rooms (SECONDARY space) ____________
2. Add the widths of all rooms (SECONDARY space) ____________
3. Multiply total width by total length = square feet ____________
4. Divide by 35 square feet ____________

*Note - Secondary space may only account for one fourth of the total square footage for the program. To test this, add primary and secondary space total square footage. This is the denominator. Use the total square footage calculated for secondary space III-B-4 as the numerator. Divide the numerator by the denominator. The result must be 25% or less. If the result is greater than 25%, additional primary space must be identified on the floor plan.

Section IV

Calculate the maximum number of school age children who may occupy OUTDOOR space at one time.

A. Calculate the total square feet available for OUTDOOR space according to the specifications in the floor plan as listed in Section II-2 above.

1. Multiply Width by Length = Square Feet ____________
2. Divide by 60 square feet ____________

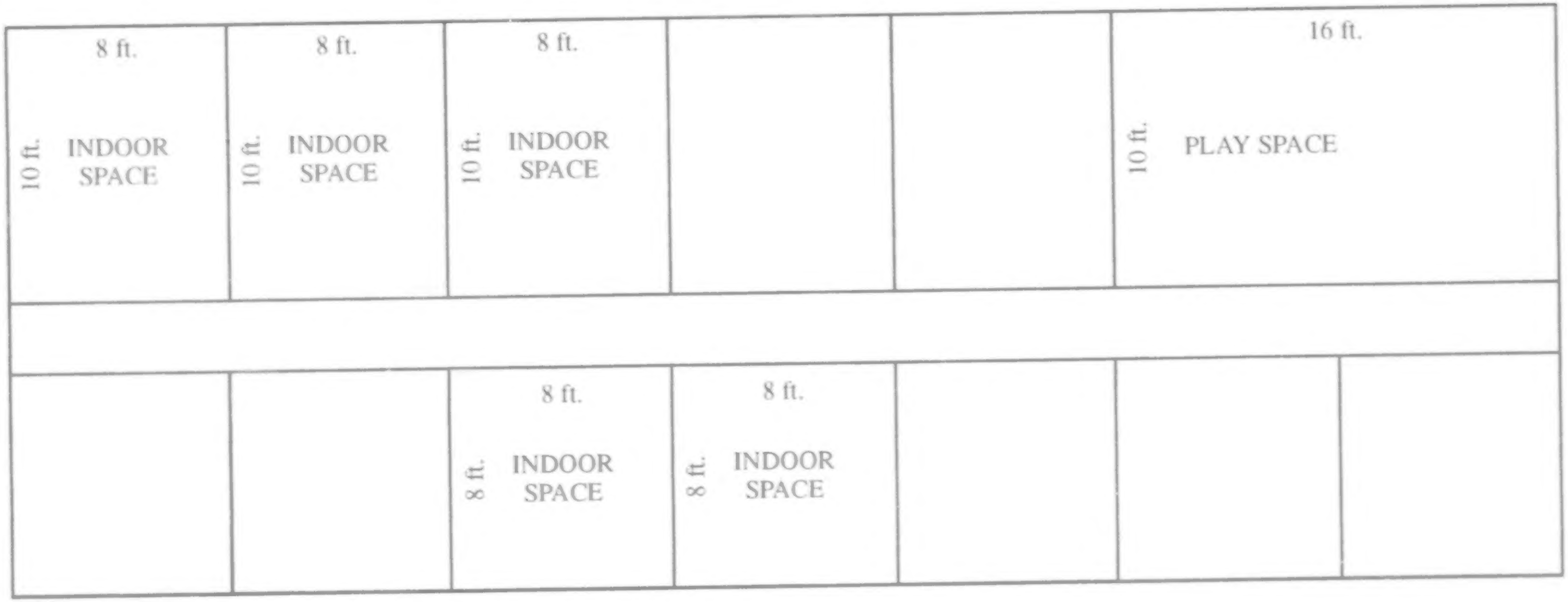
The number in Line 2 reflects the maximum number of children the outdoor space identified in the building plan can accommodate at one time.

---

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

PRESCHOOL
SAMPLE FLOOR PLAN

Label classroom indoor space as INDOOR SPACE.
Label indoor play space as PLAY SPACE. Indicate outdoor play space with dimensions.

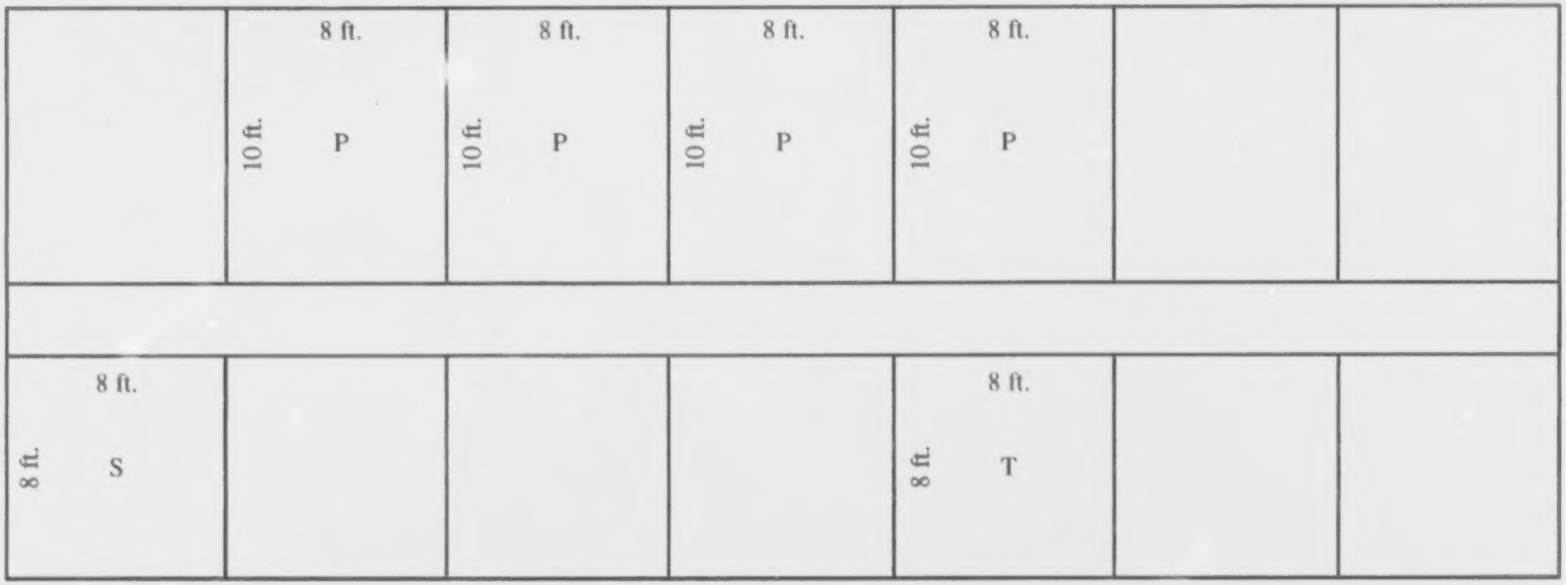

8 ft.
10 ft.
INDOOR SPACE
8 ft.
10 ft.
INDOOR SPACE
8 ft.
10 ft.
INDOOR SPACE
16 ft.
10 ft.
PLAY SPACE
8 ft.
8 ft.
INDOOR SPACE
8 ft.
8 ft.
INDOOR SPACE

Indicate length and width for each room used for the preschool program.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules.* 9/91

SCHOOL-AGE CHILD CARE
SAMPLE FLOOR PLAN

Label indoor space as follows:
P - Primary Space S - Secondary Space T - Tertiary space


8 ft.
10 ft.
P
8 ft.
10 ft.
P
8 ft.
10 ft.
P
8 ft.
10 ft.
P
8 ft.
8 ft.
S
8 ft.
8 ft.
T

Indicate length and width for each area or space used for the school-age child care program.

* FROM: SEO-SERRC *Model Policies, Procedures and Forms to Implement the Preschool Rules*. 9/91

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SAMPLE DISCUSSION QUESTIONS ABOUT PRESCHOOL RECORD KEEPING

1. Under what circumstances are multiple copies of children's records appropriate?
2. Who should have access to children's records?
3. Who should have access to personnel files?
4. Should a preschool teacher's observation notes (anecdotal records, children's work samples, daily diaries, etc.) on the developmental progress of individual children be kept?

LEVEL: ADMINISTRATOR

GOAL: **#5** Identify necessary data collection/record keeping information.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will appreciate the significance of maintaining accurate records.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Role play a classroom situation with participants taking on the various roles. Following the role playing, ask the participants to list at least three reasons for maintaining accurate records.	1. Script (A-H5) *Mission: Impossible Information* (Storer, 1991) Transparency (A-T6) *Why Records Are Necessary* (Leeper, Dales, Skipper & Witherspoon, 1974).	1. Ask participants to volunteer to take the roles. Allow time for them to prepare to read orally. Lead follow-up discussion. If the group has difficulty completing the list of reasons, be prepared to give several examples. Note: Sample questions are included to facilitate the discussion.

“MISSION: ~~IMPOSSIBLE~~ INFORMATION”

CAST

Mrs. Thomas	Teacher
Ms. Griffith	Teacher Aide
Ms. Colliver	Teacher Aide
Billy	Child
Jenny	Child

SETTING

The action takes place at Daffy Day Care Center located in Anytown, U.S.A. Between 30 and 40 children arrive on a daily basis at intermittent times. This center is licensed and all employees have received the necessary training.

Mrs. T: Good morning, Ms. Griffith!

Ms. G: Good morning, Mrs. Thomas.

Mrs. T: Are all the boys and girls here today?

Ms. G: Oh yes ... I think so.

Mrs. T: Haven't you checked the attendance book?

Ms. G: No. I think Jane is taking care of that this week.

Mrs. T: Where is Ms. Colliver anyway?

Ms. G: She took some children to the restroom. Here she comes now.

Mrs. T: Good morning, Ms. Colliver. Do *you* know if everyone is here yet?

Ms. C: How would I know? This is my week for restroom duty.

Mrs. T: (upset) Look ... would one of you please take attendance so we can get started?

Ms. G: We'll have to find the book first.

Billy: (a scream and cry of pain)

Mrs. T: Billy, what's wrong?

Billy: (cries, but offers no response to questions)

Ms. C: He was running real fast and then hit his head on the bookshelf.

Billy: (cries some more)

Mrs. T: Quick, Ms. Griffith. He has a cut. Get a compress to stop the bleeding!

Mrs. T: (comforting Billy who is still sobbing) Now Billy, everything will be all right. I think we had better call your Mom. She may want your doctor to look at that bump on your head. Ms. Colliver, please get Billy's file and call his mother at home.

Ms. C: Yes, Mrs. Thomas! Right away!

Billy: (cries some more)

Jenny: (after CLOSE observation and keen interest) Will Billy have to get stitches?

Billy: (cries louder at this news flash)

Mrs. T: Jenny, would you like to play with the other boys and girls?

Jenny: They'll have to tie him down while he's getting his stitches.

Billy: (cries LOUDER at this prospect)

Mrs. T: (desperate for some help) Ms. Griffith, why don't you show Jenny the new clothes in our dress-up center?

Ms. G: O.K. That sounds like fun, doesn't it, Jenny?

Jenny: I guess so … did you see the blood on Billy's head?

Ms. C: Oh, Mrs. Thomas … I called the phone number in the file and I get a recording saying the number has been disconnected.

Mrs. T: (UPSET) WHAT ?!?!! Billy's mom said they were moving across town, but she didn't say anything about NOT having phone service!!! Billy, have you moved to a new house?

Billy: (cries and doesn't respond to questions)

Mrs. T: Try to calm down, Billy, so I can reach your mother. Ms. Colliver, what other phone numbers are listed on the emergency form?

Ms. C: I'm sorry, Mrs. Thomas, but Billy's mom never did return her form. I guess I should have checked the files more closely.

Ms. G: Excuse me, Mrs. Thomas, but I think the reason Billy's mom moved was because of a job. Remember, Jenny's mother told us last week.

Jenny: (anxious to become involved again!) Billy's mom had this boyfriend and then he left town and …

Mrs. T: Thank you for TRYING to help Jenny but …

Jenny: … Billy's mom had to get a job right away and then …

Ms. G: Jenny, would you like to help me with the paint aprons?

Mrs. T: O.K. Billy … we need your help. Is your mother working somewhere?

Billy: (calmer now and ready to talk) Yes.

Mrs. T: That's wonderful, Billy! Do you know WHERE your mother works?

Billy: No, teacher … but my head …

Mrs. T: Now, Billy … please concentrate on what I'm saying. What does your mother do at work?

Billy: Well … she makes french fries, but I need to tell you …

Mrs. T: (very enthusiastic now) Oh, Ms. Colliver, I have great news!!! Billy's mom works at a place that has french fries!

Ms. C: (sarcastically) Well … that certainly narrows it down to only a FEW …

Mrs. T: Never mind … please watch Billy while I call every restaurant in town.

Billy: I want to tell the teacher that my head …

Ms. C: Try not to worry, Billy. Mrs. Thomas will find your mother and then she can take you to the doctor.

Mrs. T: (MANY, MANY phone calls later …) Finally … I located Billy's mom and she has managed to find someone to cover her shift so that she can come to pick up Billy! What a relief!

Billy: Teacher, I …

Mrs. T: Billy, don't worry … your mother is on her way!

Billy: But, my head …

Mrs. T: Everything is fine, Billy, so please try to relax.

Billy: But, teacher …

Mrs. T: (utterly frustrated and exhausted from the events of the day) WHAT IS IT BILLY?

Billy: I've been trying to tell you that my head has stopped bleeding. Can I go play now?

THE END

QUESTIONS TO CONSIDER

1. What have you learned about record keeping?
2. What additional information was needed in Billy's file?
3. How could the frustrating incidences been avoided?
4. How would YOU have reacted if YOU had been Mrs. Thomas?
5. Even though the story was fictitious, could something like this really happen? How?

Written by Becky Storer, 1991.

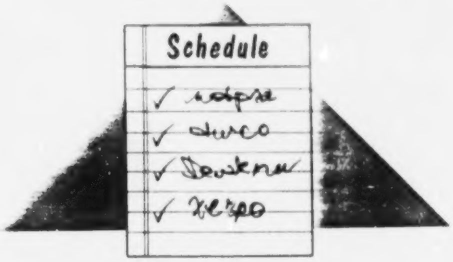
A-T6

WHY RECORDS ARE NECESSARY

Innovation in program development often brings about changes in procedures, materials used, and teaching strategies employed. Furthermore, all of the above are apt to change from time to time as programmers discover “what is working” or “what is not working”. This fact mandates careful recording at all times for more or less continuous decision making.

(Leeper, Dales, Skipper, Witherspoon, 1974)

Planning



BEST COPY AVAILABLE

GOAL 6

LEVEL: ADMINISTRATOR

GOAL: **#6** Recognize the importance of a systematic program evaluation for providing quality preschool services.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify important considerations and stages for implementing a program evaluation.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review and discuss the Transparencies: *Administrative Assumptions* and *Stages of Evaluation*.	1. Transparency (A-T7 and 8) *Administrative Assumptions* *Stages of Evaluation* (CASE Research Committee, 1985).	1. Leader needs to assure that participants are aware of requirements for program evaluation in *Rules for the Education of Preschool Children With Disabilities* (3301-31-03) and *Rules for Preschool Programs* (3301-37-08).
2. Large group activity Introduce the publication: *Early Childhood Education and the Elementary School Principal*.		
	Supplemental Resources Howe, C. E. (1981). *Administration of Special Education*. Odom, S. L. & Karnes, M. B. (1988). *Early intervention for infants and children with handicaps*. National Association of Elementary School Principals (1990). *Early Childhood Education and the Elementary School Principal*. NAESP. 1615 Duke Street, Alexandria, Virginia 22314. Price: Members - $11.95, Nonmembers - $14.95.	

ADMINISTRATIVE ASSUMPTIONS

1. Program evaluations are not teacher or staff evaluations.
2. Prepared methods/materials and consultative support are essential for administrators to efficiently manage a program evaluation.
3. Evaluation design and reporting format should be easily interpreted and implemented by the intended audience.
4. It is critical to involve the stakeholders from the beginning of the evaluation.
5. Whenever applicable, existing data should be used.
6. The evaluation process should be a positive experience for staff; all staff members should be included.
7. Ownership of the evaluation by parents and staff will assist greatly in effecting improvements recommended in the report.
8. Follow up of a program evaluation is as critical as development of the report.

(CASE Research Committee, 1985)

STAGES OF EVALUATION

1. Define the program evaluation context — identify the purpose of the evaluation, resources, program structure, and other aspects of context evaluation
2. Develop the design and instrumentation
3. Collect the evaluation information
4. Analyze the data
5. Interpret the data
6. Write and present the evaluation report — include a management plan and recommendations
7. Apply the management plan
8. Conduct follow up evaluation

(CASE Research Committee, 1985)

LEVEL: ADMINISTRATOR

GOAL: **#6** Recognize the importance of a systematic program evaluation for providing quality preschool services.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will identify strategies for program improvement based on the findings of a program evaluation.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Discuss the issues and plan strategies for program improvement.	1. Worksheet (A-W11) *I've Done the Evaluation, Now What Do I Do With the Information?*	1. Encourage participants to share strategies or to identify concerns that are pertinent to their programs/regions. Discuss small group results in large group.

A-W11

I'VE DONE THE EVALUATION, NOW WHAT DO I DO WITH THE INFORMATION?

The following are recurring themes and analysis of a program evaluation produced. After discussing the issues, choose one and decide what steps are necessary for program improvement relevant to the theme.

- Lack of parent involvement in IEP conferences

- Excessive staff absenteeism

- Insufficient attention to human diversity (e.g. ability, cultural, racial, religious, gender, etc.)

- Receiving program administrators not provided with adequate information regarding children with special needs

- Related service personnel not consistent in approaches for service delivery

- Developmentally appropriate practices not implemented

- Limited availability of related services

LEVEL: ADMINISTRATOR

GOAL: **#6** Recognize the importance of a systematic program evaluation for providing quality preschool services.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will recognize the need to critically examine their own program evaluation.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Present and discuss *Program Evaluation*. Monograph No. 8. Examine Basic Program 1.	1. Handout (A-H6) Ohio Department of Education Division of Early Childhood Education (1991). *Program Evaluation.* In the *Rules Implementation Monograph Series.*	1. If participants are not conducting a program evaluation, have them write a contract to begin implementing a program evaluation and identify an objective for their program evaluation.
2. Individual activity Provide participants with the self-study guide and have them complete it based on their own programs. Encourage participants to discuss issues specified in the guide.	2. Handout (A-H7) *Self-Study Guide* (CASE Research Committee, 1985)	
	Supplemental Resources Johnson, L. G., Roger, C. K., Johnson, P. A. & NCO/SERRC McMillan, R. Paul (1992). *Mini EC-SPEED Manual.*	

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION
Rules Implementation Monograph Series
MONOGRAPH NO. 8

(Draft 3/91)

Program Evaluation

Philosophy

The Division of Early Childhood Education believes that quality school programs for young children result from cooperative and comprehensive evaluation. Data collected about the programs may be used to make decisions about program development and modifications; to make decisions about continuation, expansion, certification, or termination of a program; and to advance the understanding of basic educational processes which may yield insights for theory or practices in early childhood education.

Process

In general, the process of evaluation consists of obtaining information to determine the extent to which a program is implemented as intended and is congruent with the standards of quality; to determine the extent to which the program is implemented in accordance with the regulations which govern those programs; to determine the merit of instructional materials and suitability of the physical environment for young children; and to assess program staff competencies. In addition, the process of evaluation needs to include determining program impact and cost effectiveness.

The evaluation process may consist of a variety of methods for obtaining the necessary data to make the determinations described in the preceding paragraph. Methods used to acquire program information may include questionnaires, structured interviews in-person or by telephone, and/or structured observation. Decisions about the methods to be employed must consider both human and monetary resources available to carry out the management and coordination of evaluation activities.

Types of Evaluation

Self Evaluation

Self evaluation requires taking responsibility for internal review of all program components using a formal measure. Included in this monograph is the EC-SPEED (Appendix A), an instrument that will allow identification of areas of strength and those in need of improvement. Plans of action are developed from the self-evaluation to target specific program areas that administrators, supervisors, teachers, and related service personnel need for planning short-range and long-range program development.

Program Effectiveness

Program effectiveness is intended to cause changes in the service delivery system that will improve the benefits of a free and appropriate public education. This phase requires identification of desired student outcomes, measures of parent and staff satisfaction, and administrative considerations.

The Ohio Department of Education, Division of Early Childhood is in the process of developing a model for evaluation of program effectiveness. Until the model is complete, each school district is encouraged to design a program effectiveness evaluation system to be implemented in the 1991-92 school year.

Cost Effectiveness

Each district will be required to submit information about program costs. The instrument that will be used is included in this monograph (Appendix B). In order to be able to complete this instrument accurately, districts are encouraged to work with their treasurers prior to the 1991-92 school year and develop a method for accessing the necessary information efficiently and accurately. This information is used as a basis for legislative recommendations for future funding.

SELF-STUDY GUIDE

1. CONTEXT

- Why is the evaluation being conducted?
- What is the expected outcome of the evaluation?
- Who are the "key stakeholders" in this evaluation?
- What is the power base from which the program head is operating?
- Who are the key power people? Are they different from some of the key stakeholders?

2. PHILOSOPHY/BELIEFS

- Is there a written problem, beliefs, and purpose of the evaluation?
- Is there a statement of beliefs for the evaluation approach being contemplated?
- Is that philosophy based on the stated philosophy of the school district or community?
- Is the evaluator's philosophy consistent with that of the stakeholder?

3. USE OF EVALUATION

- Is the evaluation to be used as a planning tool?
- Who will use the evaluation to further an understanding of the present conditions of the program?
- Who will use the evaluation to inform others?

4. TRUST

- Is the program head trusted by the stakeholders?
- What factors will increase the probability that the evaluation will be perceived as valuable?
- Is the evaluation being conducted to confirm a predetermined outcome or decision?

5. CONTROL/"BOUNDEDNESS"

- How "controlled", "bounded", or "pre-designed" should the evaluation be?
- Are standards and outcome measures for the program already clearly stated?
- Are there preexisting contracts that will dictate the evaluation design?
- How flexible are the stakeholders in accommodating changes in the evaluation plan?
- Are the evaluation questions already established by an external force such as the board, state requirements, federal guidelines?

6. PROBLEM STATEMENTS

- Are the problem statements clearly stated?
- Will the answers to the evaluation questions provide the needed information?
- Is the system open to the program changes?

7. INTERNAL/EXTERNAL EXPERTISE

- Do any staff members have the expertise to conduct the evaluation?
- Is there an evaluation unit in the district that can provide technical assistance or staff to conduct the evaluation?
- If the evaluation is conducted internally, will the results have credibility?
- How will the staff react to external evaluation?
- Will the evaluation be conducted by a member(s) of the staff (internal) or by an external person(s), or by a combination (external, internal)?

8. TIMEFRAMES

- What timeframes and constraints exist for the evaluation?
- Are the timeframes affected by budgetary constraints?
- Does the evaluation process accommodate the school calendar?
- What logical factors such as "locating stakeholders" should be considered?
- At each step of the evaluation process, have the training needs of the internal evaluation team been identified?
- Is there a specific plan to address each training need?

9. EVALUATION OF THE EVALUATION

- Is there a written plan, accepted by stakeholders, whereby the evaluation effort will be monitored?
- Is there a written plan, accepted by stakeholders, by which the evaluation effort (process and outcome) will be evaluated?
- In the overall plan for evaluation, are there specific points which allow for preprogramming as necessary?
- Is the plan understandable and concise?
- Are the recommendations practical?
- Are recommendations independent or interdependent, i.e., Does one depend upon others?

10. BUDGET

- What are budgetary needs?
- What are the budgetary restraints?
- Does the evaluation process need to be modified in light of needs/restraints?

(CASE Research Committee, 1985)

Supplemental Materials

Rules for Preschool Programs
Chapter 3301-37

Ohio Department of Education
Columbus, Ohio
Revised 1991

RULES FOR PRESCHOOL PROGRAMS
Effective Date August 5, 1988

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Division of Early Childhood Education

An Equal Opportunity Employer

3301-37-01 Definitions.

(A) "Board of education" means the elected governing body of a school district or the governing body of a nonpublic school.

(B) "Child day-care program" means a program that is developmentally appropriate for the children enrolled in the program.

(C) "Class" means a group of children enrolled in the preschool program; maximum group size is specified in section 3301.56 of the Revised Code.

(D) "Department" means the Ohio Department of Education.

(E) "Director" means the person responsible for supervision of a preschool program. The director may be the head teacher or elementary principal.

(F) "Eligible nonpublic school" means a nonpublic school chartered as described in division (B)(8) of section 5104.02 of the Revised Code or chartered by the state board of education for kindergarten through grade six or grades one through six; kindergarten through grade eight or grades one through eight; or kindergarten through grade twelve or grades one through twelve.

(G) "Full-sized crib" means a crib which has an interior dimension greater than fifty-one inches (plus or minus five-eights inch) in length and twenty-seven and seven-eighths inches (plus or minus five-eighths inch) in width. With the mattress support in its lowest position and the crib side in its highest position, the vertical distance from the upper surface of the mattress support to the upper surface of the crib side and/or end panel shall not be less than twenty-six inches.

(H) "Handwashing facility" means a permanent-type fixture with running water which conforms to the requirements of the "Ohio Plumbing Code" in Chapter 4101:2-51 of the Administrative Code.

(I) "Head teacher" means a person hired to guide and instruct a class of preschool children enrolled in the program and who may supervise the preschool program.

(J) "Infant" means a child who is less than eighteen months of age.

(K) "Nonambulatory child" means any child who is unable to leave a building unassisted under emergency conditions; unable to walk forward or backward unassisted; unable to go up or down steps without help; and/or dependent upon mechanical aids such as crutches, walkers, and wheelchairs.

(L) "Nonteaching employee" means a preschool employee whose primary responsibilities are duties other than care, teaching, and supervision of preschool children.

(M) "Nontoilet-trained toddler" means a child who is at least eighteen months of age but less than three years of age, and requires the use of diapers or training pants.

(N) "Parent" means a person or government agency that is or will be responsible for a child's school attendance under section 3321.01 of the Revised Code.

(O) "Policies" mean principles governing the operation of the preschool program. Policies shall be established and adopted by the board of education.

(P) "Porta-crib" means a crib which has an interior dimension smaller than forty-nine and three-fourths inches (plus or minus five-eighths inch) in length and twenty-six and five-eighths inches (plus or minus five-eighths inch) in width. With the mattress support in its lowest position and the crib side in its highest position, the vertical distance from the upper surface of the mattress support to the upper surface of the crib side and/or end panel shall not be less than twenty-two inches.

(Q) "Preschool child" means a child who has not entered kindergarten and is not of compulsory school age.

(R) "Preschool program" means a child day-care program for children who have not entered kindergarten and who are not of compulsory school age.

(S) "Preschool staff member" means a preschool employee whose primary responsibility is care, teaching, or supervision of preschool children.

(T) "Procedures" mean an administrative course of action specified in writing.

(U) "School-age child" means a child who is five years old as of September thirtieth and enrolled in kindergarten or age six and of compulsory school age.

(V) "School building" means a building that is owned or leased and operated by the district or eligible nonpublic school and has been approved by a municipal, township, or county building department for the purpose of operating a program for preschool children.

(W) "School district" means any city, county, exempted village, local, joint vocational and/or nonpublic school chartered by the state board of education.

(X) "Space" means an area defined by continuous barriers that are at least thirty-six inches in height. The barriers may be permanent or nonpermanent walls, bookcases, partitions or some familiar device used to define the area.

(Y) "Supervision" means the process of overseeing the daily operation of the preschool program.

(Z) "Superintendent" means chief administrative officer of a school district or the chief administrative officer of a nonpublic school.

(AA) "Teacher" means a person hired to instruct a class of preschool children enrolled in the program.

(BB) "Toddler" means a child who is at least eighteen months of age but less than three years of age.

(CC) "Toilet-trained toddler" means a child who is at least eighteen months of age but less than three years of age and does not require the use of diapers or training pants.

3301-37-02 Program.

(A) A written philosophy and goals shall give direction to the program and shall provide a basis for daily operation that shall effectively promote the needs, interests, and abilities of each child through quiet and active play.

(B) A plan shall be adopted which describes the activities, learning environment, and other age-appropriate approaches which meet the developmental needs of the child.

(C) The program shall have on file and provide to each parent a written plan that will encourage parental participation and keep parents informed about the program and its services. The written plan shall include information to advise parents how to obtain copies of inspection reports of the program. A conference shall be held at least twice a year.

(D) The program shall include a balance of both quiet and active play throughout the day which shall meet intellectual, physical, social, and emotional needs of each child. The quiet and active play shall be reflected in the written program and upon actual observation of the program.

(E) A full-day program serving preschool children shall have a nap period reflected in the daily written program.

(F) A copy of the program schedule for each age group shall be made available for evaluation to the department.

(G) Child progress shall be reviewed according to the program philosophy and goals. Reports of progress shall be made to parent(s) at established intervals. All reporting shall be according to established procedures of the board of education.

3301-37-03 Staff.

(A) The director and staff shall be recruited, employed, assigned, evaluated, and provided in-service education in accordance with adopted board policies and without discrimination on the basis of age, color, national origin, race, sex, or handicap.

(B) The director and staff shall be assigned responsibilities in accordance with written position descriptions commensurate with their certification and qualifications, respectively. The director and/or head teacher shall be onsite at the preschool program at least half of the program's operating hours.

(C) The director shall hold either a valid prekindergarten teaching certificate issued under section 3301.50 of the Revised Code, a valid kindergarten-primary certificate issued under sections 3319.22 to 3319.29 of the Revised Code, or a valid elementary principal's certificate issued under sections 3319.22 to 3319.29 of the Revised Code and have completed at least four course in child development or early childhood education from an accredited college, university, or technical college. A director employed to direct a program operated by an eligible, nontax-supported, nonpublic school shall be considered to meet the requirements of this rule if he holds a valid teaching certificate issued in accordance with section 3301.071 of the Revised Code.

(D) The preschool staff member assigned in each preschool class shall be of good character, possess adequate physical and emotional health, be equipped by education, training, and/or experience for the work they are to perform, and meet the requirements as prescribed in division (B) of section 3301.54 of the Revised Code.

(E) Each class/group in a preschool program on or after July 1, 1993 shall have assigned a head teacher or teacher and that head teacher or teacher shall have one of the following:

(1) Valid prekindergarten teaching certificate issued under section 3301.50 of the Revised Code;

(2) Valid prekindergarten associate certificate issued under section 3301.51 of the Revised Code;

(3) Valid kindergarten-primary certificate issued under sections 3319.22 to 3319.29 of the Revised Code and have completed at least four courses in child development in early childhood education from an accredited college, university, or technical college;

(4) A bachelor's degree in child development or early childhood education earned from an accredited college or university with a minimum of thirty quarter or twenty semester hours in child development/preschool program planning and methods including a supervised practicum with preschool children; or

(5) If the person is employed as a head teacher or teacher in a preschool program operated by an eligible nontax-supported, nonpublic school, he shall be considered to meet the requirements of this rule if he holds a valid teaching certificate issued in accordance with section 3301.071 of the Revised Code.

(F) A preschool staff member shall annually complete fifteen hours of in-service training in child development or early childhood education; child abuse recognition and prevention; first aid; and/or in prevention, recognition, and management of communicable diseases, until a total of forty-five hours has been completed, unless he holds an associate or higher degree in child development or early childhood education from a accredited college, university, or technical college, a prekindergarten associate certificate issued by the state board of education, or a prekindergarten teaching certificate.

(G) The training specified in this rule shall be provided by an approved leader who shall have at least two years of experience specific to the subject area and possess one of the following:

(1) An associate or higher degree in child development or early childhood education, education, home economics, nursing, nutrition, psychology, dental hygiene, or social work. Evidence of an associate or higher degree shall be a copy of a diploma, a transcript, or other written evidence accepted by the director as evidence of completion of at least ninety quarter credit hours or sixty semester credit hours from an accredited college, university, or technical college. The course work shall include at least thirty-six quarter credit hours or twenty-four semester credit hours in courses in any of the subject areas listed in paragraph (F) of this rule;

(2) A prekindergarten certificate issued by the state board of education: or

(3) A license as a physician or registered nurse.

(H) Preschool staff members who have met the requirements as stated in paragraph (F) of this rule shall be required to complete at a minimum four-tenths of one continuing education unit of training in child care, child development, early childhood education, or other child-care related subjects per employment year. The training shall be provided in accordance with rule 3301-22-01 of the Administrative Code.

(I) A director and preschool staff member must not have pleaded guilty or have been convicted of any offense mentioned in division (C) of section 3301.54 of the Revised Code and shall sign and provide a statement attesting to such as required by division (C) of section 3301.54 of the Revised Code.

(J) Each director and preschool staff member shall be examined by a licensed physician not more than thirty days before employment. An employee medical statement shall be on file and be available for review by the department. A director or preschool staff member hired before July 1, 1988 shall be examined by a licensed physician not more than twelve months before the first day of school.

(K) The preschool staff member/child ratio must be maintained at all times. Sufficient preschool staff members must by physically present with the children at all times to meet staff member/child ratio requirements. Each class/group, on or after July 1, 1993, shall have at least one head teacher or teacher as defined in paragraph (E) of this rule. No child shall ever be left alone or unsupervised. In each program the maximum number of children per preschool staff member and the maximum group size by age category of children shall be as follows:

Age Group	Staff Member/Child Ratio	Maximum Group Size
Birth to less than 12 months	1:5, or 2:12 if two preschool staff members are in the room	12
12 months to less than 18 months	1:6	12
18 months to less than 30 months	1:7	14
30 months to less than three years	1:8	16
3 year olds	1:12	24
4 and 5 year olds not in school	1:14	28

(L) At least two responsible adults shall be readily available at all times when seven or more children are present in the program. One adult shall be a preschool staff member. The second adult shall:

(1) Be available within the building used for the preschool program or in an adjacent outdoor area;

(2) Be able to be summoned by the preschool staff member without leaving the group alone or unsupervised; and

(3) Be able to react in response to such summons so as to reduce risk to children during an emergency circumstance.

(M) When age groups are combined, the maximum number of children per preschool staff member shall be determined by the age of the youngest child in the group, except that when no more than one child, thirty months of age or older, receives care in a group in which all the other children are in the next older age group, the maximum number of children per preschool staff member and maximum group size requirements of the older age group established in paragraph (K) of this rule shall apply.

(N) In a room where children are napping, if all children are at least eighteen months of age, the maximum number of children per preschool staff member shall, for a period not to exceed one and one-half hours in any twenty-four-hour day, be twice the maximum number of children per preschool staff member established in paragraph (K) of this rule if all the following criteria are met:

(1) At least one preschool staff member shall be physically present in the room at all times during nap time. The preschool staff member(s) assigned to a room where children are napping shall be responsible for the care and supervision of the children in the room and shall be able to summon other child-care staff members without leaving the room;

(2) There shall be enough preschool staff members readily accessible within the building in which the program is located to ensure that the maximum number of children per preschool staff member as required by paragraph (K) of this rule is met at all times; and

(3) Nap-time preparation shall have been completed and all napping children shall be resting or sleeping on cots.

3301-37-04 Policies and Procedures.

(A) The program shall be guided by written policies of the board which are consistent with applicable statutory requirements contained in the Revised Code and rules adopted by the state board of education. Such policies appropriate for children enrolled in the program shall include, but not be limited to:

  (1) Staff;

  (2) Cumulative records;

  (3) Developmentally-appropriate program planning;

  (4) Health and safety;

  (5) Developmentally-appropriate materials and equipment;

  (6) Admission;

  (7) Attendance and discipline;

  (8) Selection and use of developmentally-appropriate materials, equipment, and resources that meet the intellectual, physical, social, and emotional needs of the preschool child;

  (9) Management of communicable diseases; and

  (10) Transportation and field trips.

(B) Each school district or eligible nonpublic school that operates a program shall assign responsibilities for the following:

  (1) Ensuring that the health and safety of the children are safeguarded by an organized program of school health services designed to identify child health problems and to coordinate school and community health resources for children, as evidenced by but not limited to:

    (a) Requiring immunization and compliance with emergency medical authorization requirements in accordance with rules adopted by the state board of education under section 3301.53 of the Revised Code;
    (b) Providing procedures for emergency situations, including fire drills, rapid dismissals, and tornado drills in accordance with section 3737.73 of the Revised Code, and keeping records of such drills or dismissals;
    (c) Posting medical and dental emergency procedures in each preschool room and by each telephone and making such available to school personnel, children, and parents;
    (d) Posting emergency numbers by each telephone;
    (e) Supervising grounds, play areas, and other facilities when scheduled for use by children; and
    (f) Providing first-aid facilities and materials.

  (2) Supervising each child's admission, placement, and withdrawal according to established procedures.

  (3) Preparing at least once annually for each group of children in the program a roster of the name and telephone number of the child and the child's parent and, on request, furnishing the roster for each parent.
    (a) Preparing a similar roster of all children in the program and, on request, make it available to each parent with a child in the program.
    (b) Securing from each parent a signed statement indicating whether such individual desires to be included in rosters prepared in accordance with this paragraph.
    (c) Ensuring that a roster is not furnished to any person other than a parent.

(C) Prior to the administration of a medication, food supplement, modified diet, or fluoride supplement, the program shall:

(1) Secure the written instructions of a licensed physician or licensed dentist as appropriate for the administration of any medication, food supplement, modified diet, or fluoride supplement; and

(2) Secure the written, signed, and dated instructions of the parent or guardian on the form provided by the director for the administration of the medication, food supplement, modified diet, or fluoride supplement.

(D) Each time medication is administered, a written record or log including dosage, date, and time shall be made. That record or log shall be kept on file for one year.

(E) Any parent of a child enrolled in the program shall be permitted unlimited access to the school during its hours of operation to contact his child, evaluate the care provided by the program, the premises, or for other purposes approved by the director. Upon entering the premises, the parent shall report to the school office.

(F) In each building in which a program is operated there shall be readily available at all times at least one preschool staff member who has completed a course approved by the State Department of Health or the approved "American Red Cross" training program in:

(1) First aid; and

(2) Prevention, recognition, and management of communicable diseases.

(G) In each building in which a program is operated, there shall be readily available at all times at least one preschool staff member who has completed a course approved by the department in child abuse recognition and prevention.

(H) Infants and nonambulatory children eighteen months of age or older shall receive care in rooms on the first story with grade level exits to the outside unless approved by a certified fire safety inspector or state fire marshal. Care on a story other than the first story shall be annually approved by a certified fire safety inspector or state fire marshal. If other than the first story, the annual fire approval form prescribed by the department shall indicate the story approved for care of infants and nonambulatory children eighteen months of age or older.

(I) All preschool staff members shall wash their hands with soap and running water after each diaper change, or after assisting a child with toileting; after cleaning; after toileting; before preparing or eating food; before feeding any child; and when hands have been in contact with nasal or mucous secretions. Disposable towels or an air hand dryer shall be available at all times.

(J) A preschool program serving a handicapped child in a public school shall do so in accordance with Chapter 3301-51 of the Administrative Code concerning education of the handicapped and a preschool program serving a child in an eligible nonpublic school shall do so in accordance with rule 5101:2-12-52 of the Administrative Code concerning care of children with handicapping conditions or health conditions.

(K) The preschool program shall have written permission from the parent or guardian of a child before the child shall be permitted to swim or otherwise participate in water play activities in bodies of water two or more feet in depth. The written permission shall be signed and dated, and shall include the following:

  (1) The child's name;

  (2) A statement indicating whether or not the child is a swimmer, and

  (3) That the parent or guardian grants permission for the child to participate in water activities.

(L) Swimming pools, wading pools, and other bodies of water two or more feet in depth shall be fenced or otherwise made inaccessible to the children when adult supervision is not available.

(M) Preschool staff members shall always accompany and supervise children at swimming sites including, but not limited to public or private swimming pools, lakes, or rivers. Swimming sites removed from the program shall be approved and supervised by local authorities. Activities in bodies of water two or more feet in depth shall be supervised by persons who are currently certified as lifeguards or water safety instructors by the "American Red Croiss" or an equivalent water safety program.

(N) The program shall provide enough preschool staff members to meet the requirements of rule 3301-37-03 of the Administrative Code at all times during swimming and water play activities.

3301-37-05 Child Information.

(A) The parent shall provide, prior to the date of admission or not later than thirty days after date of admission, and annually from the date of examination thereafter, a report from a licensed physician affirming that the child is in suitable condition for enrollment in the program. "Prior to the date of admission" means:

  (1) For children younger than three years old at the time of admission, the examination shall occur within six months prior to the date of admission; or

  (2) For children three years old or older at the time of admission, the examination shall occur within twelve months prior to the date of admission.

(B) The cumulative record of each child shall include but not be limited to:

  (1) Name and date of birth;

  (2) Name, address (home and/or business), and telephone number of parent(s);

  (3) Names, addresses, and telephone numbers of two persons to contact in an emergency if the parent cannot be located;

  (4) Name of person(s) to whom the child can be released; and

  (5) Parent authorization for transportation related to the program.

(C) The health record of each child shall include but not be limited to:

  (1) A statement signed by a licensed physician as required by paragraph (A) of this rule;

  (2) Physician's and dentist's authorizations and written instructions to administer prescription medication to a child enrolled in the program;

  (3) Immunization record as required by section 3313.67 of the Revised Code, which record shall include immunization required by section 3313.671 of the Revised Code;
  (4) A list of any allergies and treatment for said allergies;
  (5) A list of any medications, food supplements, modified diets, or fluoride supplements currently being administered to the child;
  (6) A list of any chronic physical problems and any history of hospitalization;
  (7) A list of any disease the child has had;
  (8) Names, addresses, and telephone numbers of physician and dentist in case of emergency;
  (9) Permission of parent for emergency medical and dental care as required by section 3313.712 of the Revised Code; and
  (10) Permission of parent for emergency transportation.

(D) The program shall maintain daily attendance records including admission and withdrawal.

(E) The program shall secure and have on file all required information no later than the first day of attendance unless otherwise required.

3301-37-06 Facility.

(A) The program shall be located in a safe and convenient facility that accommodates the enrollment, supports child growth and development according to program objectives, and meets the requirements of section 3301.55 of the Revised Code. The facility shall be for the exclusive use of the children enrolled in the preschool program when that program is in session.

(B) The facility shall include not less than thirty-five square feet of usable, wall-to-wall, indoor floor space for each child. Such floor space shall not include hallways, kitchens, storage areas, or any other areas not available for the care of children. Bathrooms shall be included only if they are used exclusively by children enrolled in the program.

(C) Safe play space, including both indoor and outdoor play space, totaling not less than sixty square feet for each child using the space at any one time, shall be regularly available and scheduled for use.
  (1) The surface of the outdoor play space shall be well drained.
  (2) The play space shall be free of hazards.

(D) Programs serving infants shall have designated space apart from sleeping quarters so that each infant is allowed to sit, crawl, toddle or walk, and play safely and comfortably according to his stage of development.

(E) Infants, nontoilet-trained toddlers, and children enrolled who are permanently assigned to a group of infants or nontoilet-trained toddlers shall receive care in a space or spaces apart from all spaces used to care for toilet-trained toddlers and/or children enrolled in the programs.

(F) When children in diapers use space also used by other children, the space shall be for the exclusive use of said children in diapers while they are within the space.

(G) When nontoilet-trained children are enrolled, there shall be handwashing facilities available within the space or spaces where the nontoilet-trained children receive care.

(H) Handwashing facilities that are located elsewhere may be used when the following requirements are met:

(1) For the purposes of diaper changing, no more than one infant per preschool staff member shall be removed at any time from the space or spaces where the nontoilet-trained children receive care; and

(2) The staff member/child ratio requirements of paragraph (K) of rule 3301-37-03 of the Administrative Code shall be maintained at all times within the space or spaces where the nontoilet-trained children receive care.

3301-37-07 Equipment and Supplies.

(A) Indoor and outdoor play space shall contain furniture, materials, and equipment of appropriate size and type to meet the intellectual, physical, social, and emotional needs of the preschool children enrolled in the program. Materials and equipment shall be:

(1) Maintained in a safe and sanitary condition; and

(2) Provided in quantities proportionate to the enrollment.

(B) Furniture, materials, and equipment shall meet safety and sanitation guidelines developed by the department. The following requirements shall be met:

(1) Protective mats shall be placed under climbers;

(2) Electrical outlets shall be covered when not in use;

(3) Space heaters shall not be used in any preschool program unless approved in writing by the building and/or fire official having jurisdiction in the area; and

(4) If electrical fans are used, they shall have protective coverings; shall not be easily tipped over; and shall be placed so that they are not hazardous to children.

(C) Play materials to be used in the program shall be arranged so that children may select, remove, and replace play materials with a minimum of assistance.

(D) First-aid supplies shall be readily available at all times the program is in operation.

(E) One cot shall be available for each child who remains more than five consecutive hours in the program. Each cot, with individual bedding, shall be labeled in some manner as to who is assigned to use the cot and shall be for the exclusive use of each child between sanitation procedures. Cots shall be thoroughly cleaned with an appropriate germicidal detergent and regularly sanitized before assignment for use by another child.

(F) Each infant shall be provided with a separate crib.

(1) There shall be one crib available which meets the requirements of this rule for each infant.

(2) Each crib shall be labeled with each infant's name who is assigned to use the crib and shall be for the exclusive use of said child between sanitation procedures. Cribs shall be thoroughly cleaned with an appropriate germicidal detergent and regularly sanitized before assignment for use by another child.

(3) Only children under thirty inches tall shall be assigned to use a porta crib.

(4) Porta cribs with dimensions less than thirty-six inches in length and twenty-four inches in width shall not be used by children enrolled in the program.

(5) Only children under thirty-five inches tall shall be assigned to use a full-sized crib. Children over thirty-five inches tall shall be assigned to use a cot.

(G) Each crib shall be of sturdy construction, with closely spaced bars not exceeding two and three-eighths inches. Stacked cribs, mesh cribs, playpens, and bassinets shall be prohibited.

(H) Each crib shall have a firm mattress with a minimum thickness of one and one-half inches.

(I) Each mattress shall be securely covered with a waterproof material which is not dangerous to children.

(J) Each mattress shall have a clean bottom crib sheet and top sheet and/or blanket which is changed at least weekly or more often as necessary. The sheets and blankets shall be changed whenever another child uses the crib.

(K) Cribs shall be spaced apart from each other by a minimum of two feet on all sides.

(L) The space between the mattress and the side of the crib or the end panels of the crib shall not exceed one and one-half inches.

(M) Potty chairs in the program shall not be located in areas used for food preparation or serving or in areas not normally used for diaper changing or toileting. Potties shall be emptied, cleaned, disinfected, and rinsed with water after each use. The rinsing solution shall be disposed of into a toilet, not a sink. Disposable cloths used for cleaning potties shall be used once and disposed of in a plastic-lined covered receptacle. Reusable cloths shall be stored in an appropriate germicidal solution and held for laundering for no longer than one day.

3301-37-08 Procedures for Evaluation.

(A) The superintendent or designee shall monitor monthly the following: administration of the program, facilities, funding, recordkeeping, and compliance with this chapter. Areas of noncompliance shall be corrected immediately.

(B) Information from monthly evaluations shall be aggregated and submitted to the department in an annual report.

(C) Each superintendent or designee shall receive training provided by the department in evaluating programs.

(D) The program shall be evaluated by the Department of Education to determine if such program is in compliance with Chapter 3301-37 of the Administrative Code. Such evaluation shall take place at least once every five years.

(1) The superintendent shall be informed of evaluation dates and procedures.

(2) A written report of the results of the program evaluation shall be mailed to the superintendent, the director, and the president of the board of education. The evaluation report shall specify any deficiencies and dates by which corrections will be required. The director shall notify parents and other interested parties of a public meeting to be held within thirty days of receipt of the evaluation report. The purpose of the meeting would be to discuss the results of the program evaluation. However, a public meeting held by an eligible nonpublic school may be limited to preschool staff members and parents, guardians, and custodians of the children.

(3) A plan to correct deficiencies shall be prepared and submitted to the department.

(4) Onsite verification may be conducted to review progress regarding the correction of deficiencies.

(5) An extension of the timeline or alternate means for correction of deficiencies may be approved by the department.

(6) The department shall make public notice of any deficiences which have not been corrected by the times specified in the evaluation report. Failure to comply with the rules in this chapter may be cause for initiating proceedings for withholding of funds.

(E) All complaints and reports concerning the operation of programs regulated by Chapter 3301-37 of the Administrative Code may be reported to the designated department ombudsman. The name and phone number of the designated department ombudsman shall be posted in a visible place.

(F) Records and reports related to the program shall be submitted as requested by the department.

3301-37-09 School Food Services.

(A) The program shall be in compliance with sections 3313.81 and 3313.813 of the Revised Code.

(B) The program shall provide meals and snacks of quantity and quality to supplement food served at home so that the daily nutritional needs of the child are met in accordance with required daily allowance as prescribed by the U.S. Department of Agriculture meal patterns:

(1) A food source of Vitamin C shall be served daily and a food source of Vitamin A shall be served three times per week either with the meal or snack required by this rule; and

(2) Fluid milk shall be Vitamin D fortified. Low-fat, skim, or dry powdered skim milk shall be Vitamin A and Vitamin D fortified. Reconstituted dry powdered milk shall be used only for cooking and shall not be used as a beverage.

(C) Lunch shall be served to a preschool child who is in attendance entirely through the hours of eleven a.m. and one-thirty p.m., inclusively.

(D) The snack shall be served during the longest period between meals. A choice from two of the groups listed below must be served for snack:

(1) Meat/meat-equivalent group;

(2) Bread/bread-alternatives group;

(3) Milk group; or

(4) Fruit/vegetable group.

(E) Current menus for the entire week shall be posted in a conspicuous place and shall reflect all meals and snacks to be served by the program. Any substitute foods served shall be from the same basic food group and shall be recorded on the posted menu on the day the substitute food is served.

(F) Infant food and/or formula provided by the parent shall be labeled with the child's name, date of preparation, and immediately refrigerated, except for unopened commercially prepared canned food or formula.

(G) Breast milk or formula provided by the parents shall be labeled with the child's name, the date of receipt, and immediately refrigerated. Breast milk or formula shall not be stored for more than twenty-four hours. The unused portion of formula, breast milk, or food remaining in the container from which the infant has been directly fed shall not be reheated or served a second time.

(H) Infant food and formula shall be prepared, stored, and served in a manner appropriate to the equipment use and the needs of each individual child according to his stage of development and in conformity with written instruction from the parent or physician in charge of the child.

(I) Formula shall not be heated in a microwave oven.

(J) Food heated in a microwave oven shall be stirred or shaken during heating to avoid uneven heating.

(K) Infants shall be held for all feedings.

(L) Programs that care for infants shall provide commercially prepared formula to be used in the event that the parent does not provide a quantity of formula sufficient to meet the infant's daily requirement.

(M) In addition to the requirements stated in this rule, preschool programs serving infants shall also meet the requirements specified in rules 5101:2-12-70 and 5101:2-12-71 of the Administrative Code relating to infant formula and infant foods.

3301-37-10 Diapering.

(A) The changing of diapers for all nontoilet-trained children shall be handled in conformity with the following methods:

  (1) The changing of diapers for all nontoilet-trained children shall occur in a space that contains a handwashing facility;

  (2) If an infant's diapers are to be changed in his crib, there shall be some separation material between the infant and the changing surface. The material shall be discarded and replaced after each change;

  (3) The central diaper-changing station shall be disinfected after each diaper change with an appropriate germicidal agent. If the diaper-changing station is soiled after the diaper change, it shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent;

  (4) Any product used during diaper changing on more than one child shall be used in such a way that the container does not touch the child. Any product obtained from a common container and applied to a child shall be applied in such a manner so as not to contaminate the product or its container. Common containers shall be cleaned and disinfected with an appropriate germicidal agent when soiled; and

  (5) For the purpose of diapering, topical ointments and creams provided by parents shall include written instructions. Such instructions shall include the name of the ointment, cream, or lotion; name of the child; birth date of the child; date; and signature. Written instructions shall be valid for no longer than three months. Authorization for administration of the ointment, cream, or lotion may be cancelled by written request of the parent at any time. When used for skin irritations or manifestations of skin irritations, the ointment, cream, or lotion shall be administered by the center for no longer than fourteen consecutive days at any one time.

(B) Storing of clean diapers shall be handled in accordance with the following methods:

  (1) A clean supply of diapers stored in a specifically designated area shall be available at all times; and

  (2) Diapers or clothing used during diaper changing and brought from the child's home shall be stored in space assigned exclusively for each child's belongings.

(C) Storage and laundering of soiled diapers shall be handled in accordance with the following methods:

  (1) Diapers or clothing soiled with fecal matter and sent home with a child need not be rinsed at the program facility, but may be placed directly into a plastic container or bag, sealed tightly, stored away from the rest of the child's belongings and out of the reach of children;

  (2) Soiled diapers to be disposed of or cleaned by the program shall be placed in a common plastic-lined covered container which shall be emptied, cleaned, and disinfected with an appropriate germicidal agent daily or more frequently as needed. Diapers to be laundered at the program facility should be stored in an appropriate germicidal solution until laundered;

  (3) Soiled diapers to be commercially laundered shall be held for pickup for laundering for no longer than seven days;

  (4) Diapers to be laundered at home or by the program shall be held for laundering for no longer than one day; and

  (5) Soiled disposable diapers shall be discarded daily.

3301-37-11 Management of Communicable Disease.

(A) A person trained to recognize the common signs of communicable disease or other illness shall observe each child daily as he enters a group. A "person trained to recognize the common signs of communicable disease" means any person trained in prevention, recognition, and management of communicable diseases as required by paragraph (F) of rule 3301-37-04 of the Administrative Code.

(B) The following precautions shall be taken for children suspected of having a communicable disease:

  (1) The program shall immediately notify the parent or guardian of the child's condition when a child has been observed with signs or symptoms of illness;

  (2) A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his parent or guardian:

    (a) Diarrhea (more than one abnormally loose stool within a twenty-four hour period);
    (b) Severe coughing, causing the child to become red or blue in the face or to make a whooping sound;
    (c) Difficult or rapid breathing;
    (d) Yellowish skin or eyes;
    (e) Conjunctivitis;
    (f) Temperature of one hundred degrees Fahrenheit taken by the axillary method when in combination with other signs of illness;
    (g) Untreated infected skin patch(es);
    (h) Unusually dark urine and/or grey or white stool; or
    (i) Stiff neck.

(3) A child with any of the following signs or symptoms of illness shall be immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the director and the parent or guardian. The child, while isolated at the program, shall be carefully watched for symptoms listed in paragraph (B)(2) of this rule as well as the following:

    (a) Unusual spots or rashes;
    (b) Sore throat or difficulty in swallowing;
    (c) Elevated temperature;
    (d) Vomiting; or
    (e) Evidence of lice, scabies, or other parasitic infestation.

(4) Programs shall follow the Ohio Department of Health "Child Day Care Communicable Disease Chart" for appropriate management of suspected illnesses;

(5) A child isolated due to suspected communicable disease shall be:

    (a) Cared for in a room or portion of a room not being used in the preschool program;
    (b) Within sight and hearing of an adult at all times. No child shall ever be left alone or unsupervised;
    (c) Made comfortable and provided with a cot. All linens and blankets used by the ill child shall be laundered before being used by another child. After use, the cots shall be disinfected with an appropriate germicidal agent, or, if soiled with blood, feces, vomitus, or other body fluids, the cots shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent;
    (d) Observed carefully for worsening condition; and
    (e) Discharged to parent, guardian, or person designated by the parent or guardian as soon as practical.

(C) Each program shall have a written policy concerning the management of communicable disease. The policy shall include, at a minimum:

(1) The program's means of training all preschool staff in signs and symptoms of illness and in handwashing and disinfection procedures;

(2) Procedures for isolating and discharging an ill child and policy for readmitting such child;

(3) Procedures for notifying the parent or guardian immediately when a child is exhibiting signs or symptoms of illness or has been exposed to a communicable disease; and

(4) Procedures regarding the care of a mildly ill child. "Mildly ill child" means a child who is experiencing minor common cold symptoms, but who is not exhibiting any of the symptoms specified in paragraph (B) of this rule or a child who does not feel well enough to participate in activities, but who is not exhibiting any of the symptoms specified in paragraph (B) of this rule.

For additional copies call or write: The Ohio Department of Education, Division of Early Childhood Education, 65 S. Front Street, Room 202, Columbus, Ohio 43266-0308 (614) 466-0224

RULES FOR THE EDUCATION OF PRESCHOOL CHILDREN WITH DISABILITIES SERVED BY PUBLIC SCHOOLS AND COUNTY BOARDS OF MENTAL RETARDATION AND DEVELOPMENTAL DISABILITIES

3301-31-01 DEFINITIONS

(A) "Average daily membership" means the number of children that are counted to generate state funds under the Ohio school foundation funding program.

(B) "Caseload for one preschool special education teacher" means the number of children who each account for one full-time equivalent child and who collectively comprise the number of children required for funding.

(C) "Developmentally appropriate curriculum" means a curriculum that is designed to be both age and exceptionality appropriate.

(D) "Developmental domains" refers to the following areas of development.

(1) "Adaptive domain" means the area of the curriculum which addresses self-help, independent functioning, and personal and social responsibility.

(2) "Aesthetic domain" means the area of the curriculum which addresses opportunities for creativity through such activities as art, music, and movement.

(3) "Cognitive domain" means the area of the curriculum which addresses the understanding of time, area, volume, number, and classes.

(4) "Communication domain" means the area of the curriculum which addresses the form, content, and use of language.

(5) "Sensorimotor domain" means the area of the curriculum which addresses sensory awareness, exploration, and differentiation based on sensory input, and small and large muscle development.

(6) "Social-emotional domain" means the area of the curriculum which addresses management of self as well as relationships with peers and adults.

(E) "Differentiated referral procedures" means the planning, implementation, and evaluation of interventions conducted prior to referral for mutlifactored evaluation.

(F) "Disability" means a condition as defined in paragraphs (K), (L), (N), (V), (DD), (GG), (II), (AAA), (FFF), (GGG), and (KKK) of Rule 3301-51-01 of the Administrative Code.

(G) "Documented deficit" means an area of development or functioning that has been determined to be deficient based on data obtained through structured interview, structured observation, norm-referenced, and criterion-referenced curriculum-based assessments.

(H) "Home environment" means the residence of the child and the child's parent(s) as defined in paragraph (KK) of Rule 3301-51-01 of the Administrative Code.

(I) "Itinerant services" means services provided by preschool special education teachers or related services personnel which occur in the setting where the child or the child and parent(s) is located as opposed to providing services at a centralized location.

(J) “Qualified preschool staff member” means a staff member that holds one of the following:

(1) A valid prekindergarten teaching certificate issued under section 3301.50 of the Revised Code;

(2) A valid kindergarten-primary certificate issued under sections 3319.22 to 3319.29 of the Revised Code and has completed at least four courses in child development in early childhood education from an accredited college, university, or technical college;

(3) A bachelor’s degree in child development or early childhood education earned from an accredited college or university with a minimum of thirty quarter or twenty semester hours in child development/preschool program planning and methods including a supervised practicum with preschool children;

(4) A valid teaching certificate issued in accordance with section 3301.071 of the Revised Code in cases where the person is employed in a preschool program operated by an eligible, nontax-supported, nonpublic school;

(5) A valid prekindergarten associate certificate issued under section 3301.51 of the Revised Code; or

(6) A child development associate certificate issued in accordance with National Association for the Education of Young Children standards until July 1, 1993, at which time the requirements of paragraphs (J)(1) to (J)(5) of this rule must be met.

(K) “Responsible individual” means a person who is

(1) At least 18 years of age; or

(2) Less than 18 years of age if

(a) A graduate of a two-year vocational child-care training program; or

(b) A student enrolled in a high school or university-related program provided that the student performs duties under continuous supervision from a staff member of that program.

(L) “School-age program” means a special education program operated in accordance with rule 3301-51-03 of the Administrative Code.

(M) “Special class” means a classroom program that provides group educational experiences to children of similar ages or developmental levels on a regularly scheduled basis and in a central location.

(N) “Transition” means points of change in services and in the personnel who coordinate and/or provide services.

3301-31-02 ELIGIBILITY

(A) Differentiated referral procedures shall be implemented to determine whether a referred child is in need of non-special education intervention, or a multifactored evaluation to determine the existence of a disability.

(B) A preschool child with a disability is a child who

(1) Is at least three years of age but not of compulsory school age; and

(2) Has a disability as demonstrated by a documented deficit in one or more areas of development which has an adverse effect upon normal development and functioning.

(C) In the case of a suspected disability, a multifactored and multidisciplinary evaluation shall be conducted as follows:

- (1) Use of all of the following assessment procedures to confirm a documented deficit as required in paragraphs (E)(1) to (E)(3) of this rule, and use of any of the following procedures to assess the areas outlined in paragraph (C)(2) of this rule;
  - (a) Structured interview with persons knowledgeable about the child's functioning including the parent or primary caregiver;
  - (b) Structured observations over multiple settings and activities;
  - (c) Standardized norm-referenced tests (where published); and
  - (d) Criterion-referenced/curriculum-based assessment.
- (2) Assessments in the following areas:
  - (a) Adaptive behavior,
  - (b) Background information including developmental, family, medical, and educational histories when appropriate,
  - (c) Cognitive ability,
  - (d) Communication skills,
  - (e) Hearing,
  - (f) Preacademic skills,
  - (g) Sensorimotor functioning,
  - (h) Social-emotional/behavioral functioning, and
  - (i) Vision.
- (3) The following specialized evaluations:
  - (a) A physical examination completed by a licensed doctor of medicine or doctor of osteopathy in cases where the disability is primarily the result of a congenital or acquired physical disability,
  - (b) A visual examination conducted by an eye care specialist in cases where the disability is primarily the result of a visual impairment, and
  - (c) An audiological examination completed by a certified or licensed audiologist in cases where the disability is primarily the result of a hearing impairment.

(D) Each child shall be determined eligible when one of the following applies:

- (1) There is a documented deficit in one or more of the following areas:
  - (a) Communication skills (form, content, and use of language),
  - (b) Hearing abilities,
  - (c) Motor functioning,
  - (d) Social-emotional/behavioral functioning, or
  - (e) Vision abilities; or
- (2) There is a documented deficit in cognitive ability as determined through a measure of cognitive functioning administered by a licensed psychologist or certificated school psychologist, and also a documented deficit in
  - (a) One or more of the areas listed in paragraph (D)(1) of this rule, or
  - (b) A documented deficit in adaptive behavior; or
- (3) There is a documented deficit in adaptive behavior and a documented deficit in one or more of the areas listed in paragraph (D)(1) of this rule.

(E) A documented deficit

- (1) Except in the areas of hearing and vision shall be determined by
  - (a) A score of two standard deviations below the mean in one area, or scores of one and one-half standard deviations below the mean in two areas outlined in paragraph (D)(1), (D)(2), or (D)(3) of this rule as measured by a norm-referenced test, and

(b) Data obtained through structured interview, structured observation, and criterion-referenced/curriculum-based assessment confirming the reliability of standard scores and the existence of an adverse effect on normal development or functioning.

(2) In the area of hearing shall be determined by

(a) An average pure tone hearing loss of fifty decibels or greater, according to the "American National Standards Institutes" (ANSI)-1969, for the frequencies five-hundred, one-thousand, and two-thousand hertz in the better ear;

(b) An average pure tone hearing loss of twenty-five decibels or greater (ANSI) for the frequencies five-hundred, one-thousand, and two-thousand hertz in the better ear, which has an adverse effect upon normal development and functioning related to documented evidence of:

(i) A more severe hearing loss during the developmental years than is currently measured,

(ii) A history of chronic medical problems that have resulted in fluctuating hearing, presently or in the past, or

(iii) A delay in diagnosis, provision of amplification, and/or initiation of special programming; or

(c) A hearing loss in excess of twenty-five decibels (ANSI) for the frequencies one-thousand hertz through eight-thousand hertz in the better ear, resulting in such poor auditory discrimination that it has an adverse effect upon normal development and functioning; or

(3) In the area of vision, shall be determined by:

(a) A visual impairment, not primarily perceptual in nature, resulting in a measured visual acuity of 20/70 or poorer in the better eye with correction; or

(b) A physical eye condition that affects visual functioning to the extent that special education placement, materials, and/or services are required in an educational setting.

(F) Procedures relating to due process and procedural safeguards shall be followed in accordance with rule 3301-51-02 of the Administrative Code except paragraphs (E)(4)(f), (E)(4)(h), and (E)(13) of said rule.

(G) Medical consultation shall be encouraged on a continuing basis, especially when school authorities feel that there has been a change in the child's behavior or educational functioning or when new symptoms are detected.

(H) The multifactored evaluation team report shall include the following components:

(1) Documentation of assessment dates, procedures, and results as required in paragraph (C) of this rule;

(2) Educationally relevant medical information, if any;

(3) Documentation of the existence of the documented deficit(s) as required in paragraphs (D)(1) to (D)(3) and (E)(1) to (E)(3) of this rule including the four assessment procedures required in paragraphs (C)(1)(a) to (C)(1)(d) of this rule;

(4) Description of observed behavior in the area(s) of deficit as compared to typical behavior of same age peers;

(5) Conclusion that there is an adverse effect upon normal development and functioning;

(6) Conclusion that the disability is not solely the result of environmental, cultural, or economic factors; and

(7) Team members' signatures indicating agreement that the results of the multifactored evaluation indicate that a disability exists, or attached statement(s) if there is disagreement.

(I) Preschool children with disabilities who are five years old on or before the thirtieth day of September may be served in a school-age special education program.

3301-31-03 PROGRAM

(A) The education program shall

(1) Be designed to provide a developmentally appropriate curriculum which addresses developmental age and individual exceptionalities;

(2) Include the following developmental domains:
(a) Adaptive,
(b) Aesthetic,
(c) Cognitive,
(d) Communication,
(e) Sensorimotor,
(f) Social-Emotional; and

(3) Include parent involvement.

(B) The data from the child's multifactored evaluation *(MFE)* and individualized education program *(IEP)* shall be available to and used by the preschool special education teacher in the planning and coordination of the child's developmental program.

(C) Alternative service delivery options shall be available which may include:

(1) Itinerant services which may be delivered in the home environment or to a child attending a preschool/kindergarten program administered by a public school or a child attending a community-based preschool/kindergarten or child-care program that meets the requirements of Chapter 5104 of the Revised Code and where a qualified preschool staff member is assigned to the child; and

(2) Special class located in an integrated or separate facility.

(D) The strengths and needs of each child and family shall provide the basis for making decisions regarding placement in the least restrictive environment.

(E) In addition to their primary instructional responsibilities, preschool special education teachers may provide the following:

(1) Instruction to nondisabled children in an integrated setting,

(2) Assessment and consultation, and

(3) Activities related to parent involvement.

(F) Activities for parent involvement may include, but are not necessarily limited to

(1) Education,

(2) Family support services,

(3) Linkage with other resources, and

(4) Transition planning.

(G) One preschool itinerant teacher shall serve ten to twenty preschool children with disabilities.

(H) One preschool special class teacher shall serve six to eight preschool children with disabilities. The maximum caseload shall be eight for one half-day program or one full-day program, and sixteen for two half-day programs. The age range shall not exceed thirty-six months and class size shall not exceed eight children with disabilities at any one time.

(I) A combination itinerant and special class teacher shall serve twelve to sixteen preschool children with disabilities.

(J) Up to six age-eligible typically developing children may be enrolled in a special class for the purpose of establishing an integrated class setting. In such cases, class size shall not exceed twelve children at any one time.

(K) In addition to the preschool special class teacher, at least one responsible individual shall be present at all times when seven or more children are in attendance in a special class setting.

(L) Unless otherwise specified on the IEP, a minimum of four hours of services per month shall be provided for each child receiving itinerant services and a minimum of ten hours of services per week shall be provided for each child receiving special class services.

(M) Activities shall be conducted that address the transition of preschool children with disabilities and their families between and within service delivery systems. Related activities may include, but are not necessarily limited to:

  (1) Development of interagency agreements to clarify transition options;

  (2) Development of forms and procedures for sharing pertinent information among agency personnel and parents;

  (3) Transfer of personally identifiable information prior to the age at which children may be eligible for preschool or school-age services;

  (4) Provision of information for parents regarding service options; and

  (5) Provision of an individual planning conference and/or written transition plan for each child and family.

(N) Housing, facilities, materials, and equipment shall be maintained in accordance with rule 3301-37-06 of the Administrative Code, except paragraph (F) of said rule, and rule 3301-37-07 of the Administrative Code, except paragraph (F) of said rule. In addition the following shall apply:

  (1) The indoor and outdoor physical environment shall be accessible and appropriate to the needs of preschool children with disabilities;

  (2) Evaluation instruments, instructional materials, and equipment as well as adaptive equipment shall be appropriate for the age, developmental ability, and disability of each preschool child.

(O) Rules 3301-37-02, 3301-37-04, 3301-37-05, 3301-37-09, 3301-37-10, and 3301-37-11 of the Administrative Code shall be followed in the provision of programs for preschool children with disabilities.

(P) Related services and adapted physical education provided for preschool children with disabilities in accordance with rule 3301-51-05 of the Administrative Code, except paragraph (N)(1) of said rule, may:

(1) Include consultative, indirect, and direct services;

(2) Be provided in alternative settings as outlined in paragraph (C) of this rule; and

(3) Be considered a special education program if they provide specially designed instruction to meet the unique needs of a preschool child with a disability and no other special education program is currently being provided to that child.

(Q) Program evaluation activities shall be conducted for the purpose of making decisions regarding program maintenance and improvement.

(R) Experimental special education programs or related services for preschool children with disabilities may be approved outside these rules by the Department of Education, Division of Early Childhood Education, to evaluate new methodology and/or alternative procedures in accordance with a request for proposal issued by the Division of Early Childhood Education. A recommendation for the design and issuance of a request for proposal may be submitted to the Division of Early Childhood Education.

3301-31-04 PERSONNEL

(A) Until July 1, 1993, a preschool special education teacher shall hold

(1) A valid Ohio special education teaching certificate; or

(2) A valid Ohio special education or prekindergarten teacher's certificate, with validation in early education of handicapped children.

(B) Not later than July 1, 1993, a preschool special education teacher shall hold a valid Ohio special education or prekindergarten teacher's certificate, with validation in early education of handicapped children.

(C) A preschool special education teacher who has met the requirements as stated in paragraph (B) of this rule shall be required to complete at a minimum four-tenths of one continuing education unit of training in areas related to critical early childhood special education teacher competencies per employment year. The training shall be provided in accordance with rule 3301-22-01 of the Administrative Code.

(D) Preschool special education teachers whose caseloads include children with visual and/or auditory deficits shall be provided assistance from a teacher or other specialist certificated in the deficit area(s) of sensory impairment.

(E) Preschool special education teachers who are assigned to categorical classrooms for children with visual or hearing deficits must have the special education certificate required for the categorical area. No later than July 1, 1993, these teachers must also have validation in early education of handicapped children.

(F) All preschool special education staff members shall meet the requirements of paragraphs (I) and (J) of rule 3301-37-03 of the Administrative Code.

(G) Staff members who do not meet the requirements of paragraph (A) or (B) of this rule or rule 3301-51-05 of the Administrative Code shall meet the requirements of paragraphs (F) and (G) of rule 3301-37-03 of the Administrative Code.

3301-31-05 FUNDING

(A) Preschool special education programs and related services operated by public schools and county boards of mental retardation and developmental disabilities shall be maintained in accordance with the standards for preschool programs adopted by the state board of education as set forth in this chapter.

(B) Preschool special education teacher units shall be approved in accordance with the following caseload requirements:

(1) A preschool special education teacher unit may be approved to provide "itinerant services" on the basis of ten to twenty identified preschool children with disabilities enrolled in accordance with paragraph (C)(1) of rule 3301-31-03 of the Administrative Code.

(2) A preschool special education teacher unit may be approved for a "special class" on the basis of six to eight (full-day) or twelve to sixteen (half-day) preschool children with disabilities enrolled in accordance with paragraph (C)(2) of rule 3301-31-03 of the Administrative Code.

(C) Preschool special education teacher units may be approved on a fractional basis provided that one or a combination of individuals is employed full-time in accordance with paragraph (B) of this rule, or prior approval to operate in any other way is obtained from the Department of Education, Division of Early Childhood Education.

(D) Preschool special education teacher units shall meet the requirements for minimum school day and school year in accordance with sections 3313.48 and 3317.01 of the Revised Code.

(E) Related services and adapted physical education for preschool children with disabilities shall be operated in accordance with rule 3301-51-05 of the Administrative Code, except paragraph (N)(1) of said rule, and will be approved as follows:

(1) Adapted Physical Education Services
(a) A preschool Adapted Physical Education may be approved for one-hundred preschool children with disabilities who are eligible for such services.
(b) Adapted Physical Education services for preschool children with disabilities which are contracted for in accordance with section 3323.08 of the Revised Code, may be reimbursed at an hourly rate. Reimbursed services may be provided during the regular school day and only for the days that the preschool special education program was legally in session. The hourly rate shall be calculated in accordance with section 3317.13 of the Revised Code.

(2) Attendant Services

Attendant Services for preschool children with disabilities who have documented deficit in motor functioning and/or a congenital or acquired physical disability may be reimbursed for the actual cost up to one hour per day at the current state minimum wage rate for each three children. The number of hours reimbursed shall not exceed the total number of days that the preschool special education program was legally in session.

(3) Audiological Services
(a) A preschool auditory unit may be approved on the basis of seventy-five preschool children who have a documented deficit in hearing abilities and who are served in preschool special education units.

(b) Audiological Services for preschool children with disabilities who have a documented deficit in hearing abilities, which are contracted for in accordance with section 3323.08 of the Revised Code, may be reimbursed at an hourly rate. Reimbursed services must be provided during the regular school day and only for the days that the preschool special education program was legally in session. The hourly rate shall be calculated in accordance with section 3317.13 of the Revised Code.

(4) Interpreter Services

Interpreter Services for preschool children who have a documented deficit in hearing abilities may be reimbursed at an hourly rate of one-half of the local cost of the services provided during a portion of the regular school day and only for the days that the preschool special education program was legally in session.

(5) Occupational Therapy Services
(a) A Preschool Occupational Therapy unit may be approved on the basis of forty preschool children with disabilities who are eligible for such services.
(b) A Preschool Occupational Therapy unit may be contracted for in accordance with rule 3301-54-01 of the Administrative Code. In such cases the contracted preschool unit must have been approved by the Department of Education, Division of Early Childhood Education.
(c) Occupational Therapy Services for preschool children with disabilities who are eligible for such services which are contracted for in accordance with section 3323.08 of the Revised Code, may be reimbursed at an hourly rate. Reimbursed services must be provided during the regular school day and only for the days that the preschool special education program was legally in session. The hourly rate shall be calculated in accordance with section 3317.13 of the Revised Code.

(6) Orientation and Mobility Services

A Preschool Orientation and Mobility Unit may be approved on the basis of forty preschool children who have a documented deficit in vision abilities.

(7) Physical Therapy Services
(a) A Preschool Physical Therapy Unit may be approved on the basis of forty preschool children with disabilities who are eligible for such services.
(b) A Preschool Physical Therapy Unit may be contracted for in accordance with rule 3301-54-01 of the Administrative Code. In such cases the contracted preschool unit must have been approved by the Department of Education, Division of Early Childhood Education.
(c) Physical Therapy Services for preschool children with disabilities who are eligible for such services which are contracted for in accordance with section 3323.08 of the Revised Code, may be reimbursed at an hourly rate. Reimbursed services must be provided during the regular school day and only for the days that the preschool Special Education Program was legally in session. The hourly rate shall be calculated in accordance with section 3317.13 of the Revised Code.

(8) School Psychological Services
(a) A Preschool School Psychology Unit may be approved on the basis of seventy-five preschool children with disabilities.
(b) A preschool School Psychology Unit may be approved on the basis of one thousand children, three through five years of age, in average daily membership as authorized by the Ohio School Foundation Funding Program set forth in Chapter 3317 of the Revised Code.

(c) A Preschool School Psychology Unit may be contracted for in accordance with rule 3301-54-01 of the Administrative Code. In such cases the contracted preschool unit must have been approved by the Department of Education, Division of Early Childhood Education.

(d) School psychological services for preschool children with disabilities, which are contracted for in accordance with section 3323.08 of the Revised Code, may be reimbursed at an hourly rate. Reimbursed services must be provided during the regular school day and only for the days that the preschool special education program was legally in session. The hourly rate shall be calculated in accordance with section 3317.13 of the Revised Code.

(9) Speech and Language Services

(a) A Preschool Speech-Language Pathology Unit may be approved on the basis of fifty preschool children with disabilities who are eligible for such services.

(b) A Preschool Speech-Language Pathology Unit may be contracted for in accordance with rule 3301-54-01 of the Administrative Code. In such cases the contracted preschool unit must have been approved by the Department of Education, Division of Early Childhood Education.

(c) Speech and language services for preschool children with disabilities who are eligible for such services which are contracted for in accordance with section 3323.08 of the Revised Code, may be reimbursed at an hourly rate. Reimbursed services must be provided during the regular school day and only for the days that the preschool special education program was legally in session. The hourly rate shall be calculated in accordance with section 3317.13 of the Revised Code.

(F) Preschool units for adapted physical education, audiology, occupational therapy, orientation and mobility, physical therapy, school psychology, and speech-language pathology may be approved on a fractional basis.

(G) Preschool children with disabilities may be served by personnel funded in accordance with rule 3301-56-06 of the Administrative Code in accordance with paragraphs (E)(1) to (E)(9) of this rule or rule 3301-51-06 of the Administrative Code.

George V. Voinovich
Governor

Ohio Department of Human Services
30 East Broad Street, Columbus, Ohio 43266-0423

April 1, 1991

To Persons Interested in Licensing Child Day Care Centers

FROM Terry A. Wallace, Director

SUBJECT Revised Rules for Licensing Child Day Care Centers

Ohio's child day care licensing law defines a child day care center as any place in which child day care is provided to thirteen or more children at one time; or any place, not the permanent residence of the provider, which cares for seven to twelve children at one time.

The licensing law requires that anyone who wishes to operate a child day care center must secure a license from the Ohio Department of Human Services before beginning to operate the center. The attached rules are the requirements that must be met before the Ohio Department of Human Services can issue a center license.

The Ohio Department of Human Services developed the attached rules under the authority of the child day care licensing law, and according to the Administrative Procedures Act. The purpose of the rules is to establish minimum requirements which protect and promote the health and safety of children in centers in Ohio. These rules originally became effective on September 1, 1986. Due to recent changes in the child day care licensing law and a need to clarify transportation and field trip safety requirements, the following three rules have been revised effective January 1, 1990:

OAC 5101:2-12-01	Definitions
OAC 5101:2-12-02	Exemptions From Licensing Requirement
OAC 5101:2-12-48	Transportation and Field Trip Safety

These three rules have been incorporated into this chapter for your use at this time. You may wish to discard any rules booklets you receive earlier so as to avoid any confusion about rule content.

In the development and revision of these rules, the department used comments and suggestions from parents, providers, members of child advocacy groups, operators of child day care facilities, and experts in the professional fields relating to the care of children and their development. The department appreciates the assistance and support of all interested persons in our mutual goal of reducing risks to Ohio children in out-of-home care.

For questions regarding these rules or if you need additional copies, please contact your day care licensing specialist at the district office of the Bureau of Child Care Services at:

Toledo	(419)	245-2830
Cleveland	(614)	622-3401
Canton	(216)	430-3900
Columbus	(614)	466-7765
Cincinnati	(513)	852-3280

Rules for certifying type B family day care homes, in-home aides and the licensing of type A family day care homes are also available from the district office, or you may call the Bureau of Child Care Services at 1-800-282-1190 (in Columbus call 466-3822).

Attachment

5101:2-12-01 Definitions.

A. **"Administrator"** means the person responsible for the daily operation of the center. The administrator and the owner may be the same person.

B. **"Chartered nonpublic school"** means a school that meets standards for nonpublic schools prescribed by the state board of education for nonpublic schools pursuant to section 3301.07 of the Revised Code.

C. **"Child"** means an infant, toddler, preschool child, or school child.

D. **"Child-care staff member"** means any employee of a child day-care center who is primarily responsible for the care and supervision of children. The administrator may be a part-time child-care staff member when not involved in other duties.

E. **"Child day care"** means administering to the needs of infants, toddlers, preschool children, and school children outside of school hours by persons other than their parents or guardians, custodians, or relatives by blood, marriage, or adoption for any part of the twenty-four hour day, in a place or residence other than a child's own home.

  1. **"Administering to the needs"** means giving care, maintenance, training, and supervision such as, but not limited to, the providing of food, shelter, security, recreation, safety, and/or guidance, notwithstanding that educational instruction may or may not be given to infants, toddlers, preschool children, or school children.
  2. Care given to children who are in a grade of kindergarten or above, and are cared for in a school building in a program which is owned and operated by a public school, a chartered nonpublic school, or an unchartered nonpublic school, regardless of the hours care is given, shall be considered within school hours and shall not be considered child day care.
  3. **"Parents or guardians, custodians, or relatives by blood, marriage, or adoption"** shall mean:
     a. The child's lawful mother or father to include the natural or adoptive mother or father, or the stepmother or stepfather, if no subsequent judicial decree has divested one or both of them of the statutory co-guardianship, as created by their marriage; or
     b. Any individual or agency whose status with respect to the child has been established by judicial decree.
  4. Parents, guardians, custodians, or relatives by blood, marriage, or adoption shall be considered to be administering to the needs of their own children if they are present in the same building at all times their own children are in care and if they are in a position to continue to directly maintain control over their own children as determined by a director, except that child day care provided on the premises of a parent's, custodian's, or guardian's place of employment shall be licensed in accordance with Chapter 5104 of the Revised Code.

F. **"Child day-care center"** and **"center"** mean:

  1. Any place that is not the permanent residence of the licensee or administrator in which child day care is provided, with or without compensation, for seven to twelve children at one time; or
  2. Any place in which child day care is provided, with or without compensation, for thirteen or more children at one time.

In counting children for the purposes of this rule, any children under six years of age who are related to a licensee, administrator, or employee of the center and who are on the premises of the center shall be counted. "Child day-care center" and "center" do not include a place located in and operated by a hosital, as defined in section 3727.01 of the Revised Code, in which the needs of children are administered to, if all the children whose needs are being administered to are monitored under the on-site supervision of a physician licensed under Chapter 4731 of the Revised Code or a registered nurse licensed under Chapter 4723 of the Revised Code, and the child day care is provided only for children who, in the opinion of the child's parent, guardian, or custodian, are exhibiting symptoms of a communicable disease or other illness or are injured.

G. **"Department"** and **"department of human services"** mean the Ohio Department of Human Services.

H. **"Director"** and **"director of human services"** mean the Director of the Ohio Department of Human Services, or individuals or agencies authorized to be his representative.

I. **"Drop-in child day-care center"** and **"drop-in center"** mean a center that provides child day care for children on a temporary, irregular basis.

J. **"Employee"** means a person who either receives compensation for duties performed in a child day-care center or is assigned specific working hours or duties in a child day-care center. Employee shall not include a parent or guardian of a child enrolled in a center when the parent or guardian is assigned specific working hours or duties in the center as a condition of the child's enrollment in the program, and when the parent or guardian is not used to meet the maximum number of children per child-care staff member requirements of rule 5101:2-12-34 of the Administrative Code.

K. **"Employer"** means a person, firm, institution, organization, or agency that operates a child day-care center that is subject to licensure pursuant to Chapter 5104 of the Revised Code and rules promulgated pursuant to Chapter 5104 of the Revised Code.

L. **"Infant"** means a child who is less than twelve months of age, or a child who is at least twelve months of age but is less than eighteen months of age.

M. **"License capacity"** means the maximum number in each age category of children, as established in paragraph L., S., V., and X. of this rule, who may be cared for in a child day-care center at one time as determined by the director of human services considering building occupancy limits established by the department of industrial relations or fire marshal, number of available child-care staff members, amount of available indoor floor space and outdoor play space, and amount of available indoor floor space and outdoor play space, and amount of available play equipment, materials, and supplies. The license capacity specified on the provisional license or license issued under section 5104.03 of the Revised Code shall be the maximum number of children in 5104.03 of the Revised Code shall be the maximum number of children in each age category of children who may be cared for in the center at one time.

N. **"Licensee"** means the owner of a child day-care center that is licensed pursuant to Chapter 5104 of the Revised Code and who is responsible for ensuring the center's compliance with Chapter 5104 of the Revised Code and rules promulgated pursuant to Chapter 5104 of the Revised Code.

O. **"Owner"** includes a person, firm, organization, institution, or agency.

P. **"Parent cooperative child day-care center"** and **"parent cooperative center"** means corporation or association organized for providing educational services to the children of members of the corporation or association, without gain to the corporation or association as a entity, in which the services of the corporation or association are provided only to children of the members of the corporation or association, ownership and control of the corporation or association, and at least one parent-member of the corporation or association is on the premises of the center during its hours of operation.

Q. **"Part-time child day-care center"** and **"part-time center"** mean a center that provides child day care for no more than four hours per day for any child.

R. **"Place of worship"** means a cathedral, chapel, church, mosque, synagogue, temple, or other building where activities of an organized religious group are conducted and includes the grounds and any other buildings on the grounds used for such activities.

S. **"Preschool child"** means a child who is three years old, or is four or five years old, but is not a school child.

T. **"Publicly funded"** means supported wholly or partially by federal or state monies distributed by the department of human services for child day-care services.

U. **"Religious activities"** means worship or other religious services; religious instruction; Sunday school classes or other religious classes conducted during or prior to worship or other religious services; youth or adult fellowship activities; choir or other musical group practices or programs; meals; festivals; or meetings conducted by an organized religious group.

V. **"School child"** means a child who is enrolled in, or is eligible to be enrolled in, a grade of kindergarten or above, but is less than eleven years old, or a child who is at least eleven years old, but is less than fifteen years old. *"Eligible to be enrolled in a grade of kindergarten or above"* means the child meets local school district requirements for kindergarten entrance.

W. **"School-child day-care center"** and **"school-child center"** mean a center that provides child day care for school children only and that does either or both of the following:

1. Operates only during that part of the day that immediately precedes or follows the public school day of the school district in which the center is located;
2. Operates only when the public schools in the school district in which the center is located are not open for instruction with pupils in attendance.

X. **"Toddler"** means a child who is at least eighteen months of age but less than thirty months of age, or a child who is at least thirty months of age but less than three years of age.

5101:2-12-02 Exemptions From Licensing Requirement.

A. No person, firm, organization, institution, or agency shall operate, establish, manage, conduct, or maintain a child day-care center without a license issued under section 5104.03 of the Revised Code.

Any person, firm, institution, organization, or agency operating any of the following programs is exempt from the provisions of Chapter 5104 of the Revised Code and rules promulgated pursuant to Chapter 5104 of the Revised Code.

1. A program of child day care that operates for two or less consecutive weeks.
2. Child day care in places of worship during religious activities during which children are cared for while at least one parent, guardian, or custodian of each child is participating in such activities and is readily available.
3. Religious activities which do not provide child day care.
4. Supervised training, instruction, or activities of children in specific areas, including, but not limited to: art, drama, dance, music, gymnastics, swimming, or another athletic skill or sport, or computers.
5. An educational subject including, but not limited to, supervised training in a pre-kindergarten education program, conducted on an organized or periodic basis no more than one day a week and for no more than six hours duration.
6. Programs in which the director determines, that at least one parent, custodian, or guardian of each child is on the premises of the facility offering child day care and is readily accessible at all times, except that child day care provided on the premises of a parent's, custodian's, or guardian's place of employment shall be licensed in accordance with Chapter 5104 of the Revised Code and rules promulgated pursuant to Chapter 5104 of the Revised Code.
7. a. Programs that provide child day-care funded and regulated, or operated and regulated, by state departments other than the department of human services or the state board of education when the director of human services has determined that the rules governing the program are equivalent to or exceed the rules promulgated pursuant to Chapter 5104 of the Revised Code.

Notwithstanding any exemption from regulation under Chapter 5104 of the Revised Code, each state department shall submit to the director of human services a copy of the rules that govern programs that provide child day care and are regulated, or operated and regulated, by the department. Annually, each state department shall submit to the director a report for each such program it regulates, or operates and regulates, that includes the following information:

   i. The site location of the program;
   ii. The maximum number of infants, toddlers, preschool children, or school children served by the program at one time;
   iii. The number of adults providing child day care for the number of infants, toddlers, preschool children, or school children; and
   iv. Any changes in the rules made subsequent to the time when the rules were initially submitted to the director.

The director shall maintain a record of the child day-care information submitted by other state departments and shall provide this information upon request to the general assembly or the public.

   b. Child day-care programs conducted by boards of education or by chartered nonpublic schools that are conducted in school buildings and that provide child day care to school children only shall be exempt from meeting or exceeding rules promulgated pursuant to Chapter 5104 of the Revised Code.

School buildings mean buildings that are owned or leased by boards of education or chartered nonpublic schools;

8. Any program providing child day care that meets all of the following requirements:
    a. The program is operated by a school district board of education or by a nonpublic school chartered by the state board of education for kindergarten through grade six or grades one through six; kindergarten through grade eight or grades one through eight; or kindergarten through grade twelve or grades one through twelve;
    b. The program is conducted in a school building; and
    c. The program is operated in accordance with rules promulgated by the state board of education under sections 3301.52 to 3301.57 of the Revised Code.

    The program will be determined to be in compliance with rules promulgated by the state board of education when the director of human services receives written notification from the department of education that the department of education has found the program to be in compliance with rules promulgated under sections 3301.52 to 3301.57 of the Revised Code.

9. Any program providing child day care that meets all of the following requirements and, on October 20, 1987, was being operated by a nonpublic school that holds a charter issued by the state board of education for kindergarten only:
    a. The nonpublic school has given the notice to the state board and the director of human services required by Section 4 of Substitute House Bill 253 of the 117th general assembly;
    b. The nonpublic school continues to be chartered by the state board for kindergarten, or receives and continues to hold a charter from the state board for kindergarten through grade five;
    c. The program is conducted in a school building; and
    d. The program is operated in accordance with rules promulgated by the state board under sections 3301.52 to 3301.57 of the Revised Code.

    The program will be determined to be in compliance with rules promulgated by the state board of education when the director of human services receives written notification from the department of education that the department of education has found the program to be in compliance with rules promulgated under sections 3301.52 to 3301.57 of the Revised Code.

10. a. A place located in and operated by a hospital, as defined in section 3727.01 of the Revised Code, in which the needs of children are administered to, if all the children whose needs are being administered to are monitored under the on-site supervision of a physician licensed under Chapter 4731 of the Revised Code or a registered nurse licensed under Chapter 4723 of the Revised Code, and the child day care is provided only for children who, in the opinion of the child's parent, guardian, or custodian, are exhibiting symptoms of a communicable disease or other illness or are injured.
    b. As determined by the director, a place located in and operated by a hospital includes all buildings leased or owned by a general hospital or special hospital registered under section 3701.07 of the Revised Code, which is located on the physical premises of the hospital's primary facility such that children are within immediate access to medical and emergency care.
    c. As stated in section 3727.01 of the Revised Code, "hospital" does not include a rest home or nursing home facility licensed under Chapter 3721 of the Revised Code, a health care facility operated by the department of mental health or the department of mental retardation and developmental disabilities, a health maintenance organization that does not operate a hospital, the office of any private licensed health-care professional, whether organized for individual or

group practice, a Christian Science sanitorium operated or listed and certified by the "First Church of Christ, Scientist," Boston, Massachusetts, or a clinic that provides ambulatory patient services and where patients are not regularly admitted as inpatients.

B. Any person, firm, organization, institution, or agency may petition the department of human services for determination of whether or not their program is subject to licensure. Said petition shall be made on the form prescribed by the director for this purpose and must be completed and returned to the department within thirty days of its receipt by the petitioning party.

C. Any person, firm, organization, institution, or agency operating a child day-care center that is exempt under paragraph A. of this rule from licensure under section 5104.03 of the Revised Code may apply for a license under section 5104.03 of the Revised Code. All requirements of Chapter 5104 of the Revised Code and of Chapter 5101:2-12 of the Administrative Code shall apply to any exempt child day-care center that applies for a license under section 5104.03 of the Revised Code. Licensure pursuant to section 5104.03 of the Revised Code constitute an irrevocable waiver of the exempt status of the applicant under paragraph A. of this rule.

5101:2-12-03 Part-Time Centers.

Rules 5101:2-12-01 to 5101:2-12-72 of the Administrative Code shall constitute the minimum requirements for all part-time child day-care centers.

A. In accordance with rule 5101:2-12-23 of the Administrative Code, part-time centers which do not prepare or serve food shall not be required to secure a food service license or a food service license exemption.

B. In accordance with rule 5101:2-12-38 of the Administrative Code, part-time centers which include outdoor play as a part of their scheduled daily programs shall be required to have an outdoor play area that meets the requirements of rule 5101:2-12-38 of the Administraive Code.

C. In accordance with rule 5101:2-12-42 of the Administrative Code, part-time centers which do not include a nap time as a part of their scheduled daily programs shall not be required to provide cots, except that at least one cot shall be provided for the care of an ill child as prescribed in rule 5101:2-12-50 of the Administrative Code.

5101:2-12-04 Parent Cooperative Center.

Rules 5101:2-12-01 to 5101:2-12-72 of the Administrative Code shall constitute the minimum requirements for all parent cooperative child day-care centers.

A. Any parent-owned, -operated, and -instructed program exempted from licensure as a child day-care center prior to September 1, 1986, pursuant to rules 5101:2-12-01 and 5101:2-12-02 of the Administrative Code and attorney general opinion 70-172 shall be considered a parent cooperative child day-care center unless, or until such time that, the program's current organization and structure is such that the program does not conform to the definition of a parent cooperative center as set forth in section 5104.01 of the Revised Code.

B. On or after September 1, 1986, any program that wishes to be designated a parent cooperative child day-care center for purposes of licensure under Chapter 5104 of the Revised Code shall apply to the director for such a determination. The director may prescribe application forms and request information and documentation as needed.

C. A parent cooperative child day-care center shall retain its designation as such only so long as it is organized and operated in a manner consistent with the definition of parent cooperative day-care center as set forth in section 5104.01 of the Revised Code. When changes in membership, ownership, or operation of the parent cooperative child day-care center occur, the parent cooperative child day-care center shall apply to the director and the director shall determine whether the program continues to conform to the definition of a parent cooperative center as set forth in section 5104.01 of the Revised Code.

D. In his examination of the application for parent cooperative day-care center determination, the director shall ascertain that all of the following criteria are met:

1. The parents or guardians of all children receiving care from the program are members of the program;
2. The membership of the program is composed of a majority of parents or guardians whose children receive care from the program;
3. There is at least one parent or guardian member present at all times the program has children in attendance;
4. The parent or guardian member, when present during the operation of the program, serves in a supervisory capacity to all nonparent staff persons employed or utilized by the program with the ability to rescind said staff persons' actions immediately and without additional consultation with any other parent or guardian member committee;
5. The program only cares for children whose parents or guardians are members of the program; and
6. The membership of the program has final and absolute authority in matters dealing with program governance.

E. In a parent cooperative center the functions and duties of administrator may be carried out by a designated administrator in conjuction with and under the supervision of the parent board. The designated administrator and any co-administrators shall meet the requirements of rules 5101:2-12-07, 5101:2-12-08, 5101:2-12-24, 5101:2-12-25, and 5101:2-12-29 of the Administrative Code.

F. In accordance with the provisions of rule 5101:2-12-08 of the Administrative Code, the parent board of a parent cooperative center may provide as references a written statement which attests to the suitability and character of all parent-members who are employees of the center.

G. In accordance with the provisions of rule 5101:2-12-45 of the Administrative Code, the parent board of a parent cooperative center, in cooperation with the administrator, may assume the responsibility of arranging, facilitating, and conducting the preadmission interview.

5101:2-12-05 Drop-In Centers.

A. **"Drop-in child day-care center"** means a child day-care center that provides child day care for children on a temporary, irregular basis. **"Temporary, irregular basis"** means that no child is in attendance for more than ten hours per month.

B. Rules 5101:2-12-01 to 5101:2-12-72 of the Administrative Code shall constitute the minimum requirements for all drop-in child day-care centers, except that:

1. Rule 5101:2-12-51 of the Administrative Code nothwithstanding, no medication, food supplement, modified diet, or fluoride supplement, shall be administered in the drop-in center.
2. Paragraph A. of rule 5101:2-12-42 of the Administrative Code notwithstanding, the drop-in center shall provide at least one cot for the care of an ill child as prescribed in rule 5101:2-12-50 of the Administrative Code, and a sufficient number of cots for any toddler, preschool child, or school child who naps or sleeps at the center.
3. Rule 5101:2-12-58 of the Administrative Code notwithstanding, the drop-in center shall not be required to secure a medical statement for each child.
4. Rule 5101:2-12-50 of the Administrative Code notwithstanding, the drop-in center shall not provide care for an ill child. A child who is suspected of having a communicable disease or who is not feeling well enough to participate in activities shall not be admitted to the drop-in center or shall be discharged as soon as possible after detection.
5. Paragraph A.2.a. of rule 5101:2-12-59 of the Administrative Code notwithstanding, the drop-in center shall maintain on file at the center for at least one year for each child attending the center a written health record which shall include, but is not limited to:
   a. A list of all allergies and any special precautions or treatment indicated for these allergies.
   b. A list of any medications currently being administered to the child.
   c. A list of any chronic physical problems and any history of hospitalization.
   d. A list of any diseases the child has had.
   e. An emergency transportation authorization as required by rule 5101:2-12-49 of the Administrative Code.

C. In accordance with rule 5101:2-12-23 of the Administrative Code, a drop-in child day-care center which does not prepare or serve food shall not be required to secure a food service license or a food service license exemption.

5101:2-12-06 School Child Day-Care Centers.

A. Rules 5101:2-12-01 to 5101:2-12-72 of the Administrative Code shall constitute the minimum requirements for all school child day-care centers, except that:

1. A school child day-care center shall not be required to comply with rule 5101:2-12-55 of the Administrative Code, pertaining to parental participation.
2. A school child day-care center shall provide conferences to parents or guardians, upon the parent's or guardian's request, and shall notify them in writing that conferences are available at their request. Documentation of this notice shall be on file at the center.

3. The written health record that shall be maintained on file in accordance within rule 5101:2-12-59 of the Administrative Code, may exclude a detailed immunization record in school child day-care centers.

B. In accordance with rule 5101:2-12-23 of the Administrative Code, a school child center which does not prepare or serve food shall not be required to secure a food service license or a food service license exemption.

C. Paragraph A. of rule 5101:2-12-42 of the Administrative Code notwithstanding, the school child center shall provide at least one cot for the care of an ill child as prescribed in rule 5101:2-12-50 of the Administrative Code, and a sufficient number of cots for any child who naps or sleeps at the center.

5101:2-12-07 Crimes Involving Child Abuse or Crimes of Violence.

A. No person who has been convicted of or pleaded guilty to child abuse or other crimes of violence as listed in section 5104.09 of the Revised Code shall be employed in any capacity in or own or operate a child day-care center.

B. Each administrator and licensee of a center shall sign a statement on a form prescribed by the director attesting that said administrator or licensee has not been convicted of or pleaded guilty to any offense set forth in division A.1. of section 5104.09 of the Revised Code and that no child has been removed from his home pursuant to section 2151.353 of the Revised Code.

C. Each employee of the center shall sign a statement on a form prescribed by the director attesting that said employee has not been convicted of or pleaded guilty to any offense set forth in division A.1. of section 5104.09 of the Revised Code and that no child has been removed from his home pursuant to section 2151.353 of the Revised Code.

D. Signed statements required by this rule shall be on file at the center for review by the director, upon request.

5101:2-12-08 Reference Checks.

A. Prior to initial license issuance each license applicant shall provide the director with three written references.

   1. The references shall be signed and dated written statements from persons not related to the applicant, shall include the names, addresses, and telephone numbers of the persons making the statements, and shall attest to the suitability of the individual to own and operate a center.
   2. References shall not be required of persons such as, but not limited to, owner representatives, board members, or officers of firms, organizations, institutions, or agencies, unless such persons are potential employees of the center.

B. Effective September 1, 1986, the licensee of a child day-care center or his designee shall check at least three references of an applicant for hire prior to hiring or within thirty days of hiring the applicant to work as an employee in a child day-care center.

   1. The references shall be provided from persons not related to the applicant, and shall attest to the suitability of the individual to work in a child day-care center.

2. Records of reference checks shall be maintained on file at the center. Verification shall be either a signed written reference or dated comments following a telephone reference check signed by the licensee or his designee that includes the reference's name and telephone number.
3. The parent board of a parent cooperative child day-care center may provide as references a written statement which attests to the suitability and character of all parent-members who are employees of the center.

5101:2-12-09 Application for Initial Licensure.

A. Every person, firm, organization, institution, or agency desiring to establish or operate a child day-care center:

1. Shall apply for a license to the director of the Ohio Department of Human Services on ODHS 1210 "Application for Child Day Care License."
2. Shall file an application with fee for an initial license with the director. The application shall be considered to be filed with the director as of the date the application is postmarked. Applications received by means other than the postal service shall be considered received when time-date stamped in the child-care regulatory unit, Ohio Department of Human Services. Any receipted application submitted without complete and/or accurate information must be amended with complete and/or accurate information before licensure.
3. Shall file with the initial application a site plan and descriptive plan of operation on the form provided by the director. The site plan and descriptive "plan of operation" shall serve as the applicant's written plan of intended compliance with Chapter 5104 of the Revised Code. No initial license will be issued until and applicant has submitted such plans and participated in an application-taking interview with the director, except that those licensed centers which must submit an initial application due solely to failure to file a timely renewal application shall be excluded from these requirements.

B. An initial application and fee:

1. Shall be valid only for the owner and address as specified on the application. Changes in owner or address shall require an initial application and fee to be filed with the director.
2. Shall be amended by the application without fee payment by filing a corrected application with the director in cases of change of administrator or changes in the center's name (when ownership remains the same).
3. Shall be considered valid for a period of not more than one year from its filing with the director. Once an application is determined to be invalid, an initial application and fee shall be required to be submitted by any party wishing to establish or operate a child day-care center. If during the application for licensure process the director determines that the license of the owner has been revoked or renewal of licensure has been denied within two years preceding the date of the application, the investigation of the center shall cease, and shall not constitute denial of the application.
4. Shall be required by any center presently licensed in case of:
    a. **"Change in ownership"** which is defined as any change in the status of ownership of the operation with the exeption of transfer or sale of stock owned by a corporation or a change in corporate status from profit to nonprofit status or vice versa;

   b. **"Change in address"** which is defined as any relocation from the center's present street address to another street address. **"Address"** shall be defined as the street number location assigned to a facility by a local city or county; or
   c. Reinstatement after legal action resulting in denial or revocation of a center's previous application or license.

C. The director shall provide at no charge to each applicant for child day-care center licensure a copy of Chapter 5104 of the Revised Code and Chapter 5101:2-12 of the Administrative Code.

5101:2-12-10 Application for Renewal Licensure.

A. The director shall mail application forms for renewal of a license at least one hundred and twenty days prior to the date of expiration of the license.

B. Every person, firm, organization, institution, or agency wishing to renew a license:

   1. Shall apply to the director of the Ohio Department of Human Services for renewal licensure on ODHS 1210 "Application for Child Day Care License."
   2. Shall file the application for renewal licensure not less than sixty days prior to the expiration of the center's current license.
   3. Shall file an application with fee for renewal licensure with the director. The application shall be considered to be filed with the director as of the date of application is postmarked. Applications received by means other than the postal service shall be considered received when time-date stamped in the child-care regulatory unit, Ohio Department of Human Services. Any receipted application submitted without complete and/or accurate information must be amended with complete and/or accurate information before renewal licensure.

C. If the application and fee are not received at least six days prior to the license expiration date, the center:

   1. Must file an initial license application and fee, including submission of a new building inspection report. The renewal application fee is not refundable, nor is it transferable to the initial application fee payment.
   2. Will lose all legal rights to continue to do business after expiration of the current license, pursuant to Chapter 119 of the Revised Code, unless initial licensure is secured before that date.
   3. Has no rights to an appeal through the administrative hearing process pursuant to section 5104.03 and Chapter 119 of the Revised Code.

D. Every person, firm, organization, institution, or agency applying for renewal licensure shall also file with the director a statement of compliance on ODHA 1202 "Child Day Care Center Compliance Statement." The compliance statement shall serve as the center's written statement of continued compliance with Chapter 5104 of the Revised Code and Chapter 5101:2-12 of the Administrative Code.

5101:2-12-11 Application Fees for Licensure.

A fee of one hundred dollars shall be paid at the time of application for a license to operate a child day-care center. A fee of fifty dollars shall be paid at the time of application for renewal of a license.

A. Any application submitted without fee payment shall be considered invalid and will be returned to the sender for resubmission.

B. Fee payment submitted with an application shall not be credited or transferred to any other application.

C. Fee payment submitted without application shall be returned to the sender for resubmission.

D. Fee payment shall not be refundable. Fee payment submitted shall be immediately deposited in the general revenue fund and shall be nonrefundable.

5101:2-12-12 Changes in Licensure.

A. The license or provisional license shall state the name of the licensee, the name of the administrator, the address of the center, and the license capacity for each age category of children.

B. A license or provisional license is valid only for the licensee, administrator, address, and license capacity for each age category of children designated on the license.

1. In the event of any change in the owner, address, administrator, or license capacity designated on the license, the owner of the center shall forward written notice of the said change to the director.
2. If any center changes its owner or address, the center shall file application and fee for initial licensure and meet all requirements specified for initial licensure in rules 5101:2-12-09 and 5101:2-12-11 of the Administrative Code.
3. If a licensed center changes its administrator and/or its name (as opposed to owner) an amended license containing the correct name of the center and/or administrator will be issued by the director, without application or fee payment, upon written notification of said changes, provided the new administrator meets the requirements of rules 5101:2-12-24 and 5101:2-12-25 of the Administrative Code.
4. In accordance with rule 5101:2-12-16 of the Administrative Code, if a licensed center desires a change in authorization for license capacity, the center shall submit to the director written documentation to verify compliance for the authorization being sought. An amended license containing the requested authorized license capacity will be issued by the director, without application or fee payment, when the director has determined that the requirements of rule 5101:2-12-16 of the Administrative Code are met.

5101:2-12-13 Examination for Compliance.

A. Upon the filing of an application for an initial or renewal license, the director shall investigate and inspect the child day-care center to determine whether or not the requirements of Chapter 5104 of the Revised Code and Chapter 5101:2-12 of the Administrative Code are met and shall provide a written inspection report to the applicant and/or the administrator within a reasonable time after each inspection.

B. The director shall determine that the child day-care center is in compliance with all requirements by examination of:

  1. The center's site plan and descriptive plan of operation and requested information submitted with the plans at the time of initial application or the center's compliance statement and requested information submitted with the statement at the time of renewal application;
  2. The center's physical plant through on-site inspection and proposed operational format at the time of initial application or the center's physical plant through on-site inspection and observation of the operational format at the time of renewal application; and
  3. Any other submitted documentation as required by Chapter 5101:2-12 of the Administrative Code.

C. When the director determines that a center is out of compliance with the requirements of Chapter 5104 of the Revised Code or Chapter 5101:2-12 of the Administrative Code, the director shall notify the licensee of the center in writing. The notification shall be written and shall include:

  1. A statement of the alleged violation;
  2. What must be done to correct the violation; and
  3. The date by which the correction(s) must be completed.

5101:2-12-14 Issuance of Initial Provisional Licensure.

A. When, after investigation, and inspection, the director is satisfied that all requirements are complied with, a provisional license shall be issued as soon as practicable in such form and manner as prescribed by the director.

B. A center applying for initial licensure, after having been judged in compliance with requirements, shall be issued a provisional license for a period of not more than six months from the date of approval for the license by the director. Any licensed center required to reapply for initial licensure solely due to the center's failure to make timely renewal application shall be excluded from this requirement.

  1. The provisional license shall be granted to allow the center time to implement its plan for full compliance outlined in the site plan and descriptive plan of operation.
  2. Within the six-month provisional period, the center shall be inspected at least once by the director to determine whether the requirements of Chapter 5104 of the Revised Code and Chapter 5101:2-12 of the Administrative Code are being met.
     a. If the center's operation is judged to be in full compliance and has met all requirements prior to the end of the six-month period, the provisional license shall be amended to regular licensure at the end of the provisional period for the balance of two years.
     b. If the center is not in compliance at the end of the six-month provisional period, the provisional license shall not be amended to regular licensure.

5101:2-12-15 Issuance of Renewal Licensure.

A. When, after investigation, and inspection, the director is satisfied that requirements of Chapter 5104 of the Revised Code and Chapter 5101:2-12 of the Administrative Code continue to be complied with, a renewal license shall be issued.

B. Any licensed center applying for renewal licensure, after having been judged as compliant with the requirements, shall be issued a license for a period of two years from the date of expiration of the previous license.

C. Any licensed center which submits an application for license renewal prior to September 1, 1986, for which a license is not issued prior to September 1, 1986, shall be issued a license for a period of two years from the date of expiration of the previous license when the director has determined that the center is in compliance with Chapter 5104 of the Revised Code and Chapter 5101:2-12 of the Administrative Code.

5101:2-12-16 License Capacity.

A. The license shall state the license capacity for each age category of children. "License capacity" means the maximum number in each age category of children who may be cared for in a child day-care center at one time. License capacity is not the same as the total number of children enrolled in the center or the total number of children attending the center on any given day.

B. Limitations upon the license capacity shall be determined by the director according to the following criteria:

1. Building or fire department occupancy limitations to which the center shall adhere. The "occupancy limit" shall be defined as the maximum child occupancy at any one time as opposed to the average child occupancy over a period of time.
2. Space, as required by rules 5101:2-12-36, 5101:2-12-37, and 5101:2-12-38 of the Administrative Code shall be available for the maximum number of children present at the center at one time.
3. Maximum number of children per child-care staff member and maximum group size requirements of rules 5101:2-12-34 and 5101:2-12-35 of the Administrative Code shall be able to be met at all times of the day for the maximum number of children present at the center at one time. The center shall show compliance with this requirement by providing the director with the work schedule, group assignment, and verification of compliance with rules 5101:2-12-07, 5101:2-12-08, 5101:2-12-27, and 5101:2-12-29 of the Administrative Code for each person who is committed to work at the center as a child-care staff member.
4. The center shall have equipment, cots, and cribs as required by rules 5101:2-12-41, 5101:2-12-42, 5101:2-12-66, and 5101:2-12-72 of the Administrative Code.

C. Any licensed center desiring a change in authorization for license capacity shall submit to the director written documentation to verify compliance for the authorization being sought.

D. The license capacity specified on the license shall be the maximum number of children in each age category of children who may be cared for in a center at one time. For the purpose of determining the number of children in attendance at a given time, children away from the center on a field trip or a special outing and under the supervision of a child-care staff member shall be included in the count.

5101:2-12-17 Toll-Free Telephone Number.

Each provisional license or license issued on or after July 1, 1987, shall include a current department of human services toll-free telephone number which any person may use to report a suspected violation of Chapter 5104 of the Revised Code or Chapter 5101:2-12 of the Administrative Code.

5101:2-12-18 Actions of the Director With Respect to Licensing, Refusal to License, Renewal of License, or Revocation of License.

A. All actions of the director with respect to licensing child day-care centers, renewing a license, refusal to license or renew a license, and revocation of license, shall be in conformity with Chapter 119 of the Revised Code.

1. Those licensing actions of the director which shall afford the right to an administrative hearing include:

a. The proposal of the director to deny initial or renewal licensure.
b. The proposal of the director to revoke an existing child day-care center license, be it provisional or regular.
c. The finding of jurisdiction pursuant to rule 5101:2-12-01 or 5101:2-12-02 of the Administrative Code.
d. The issuance of the license by the director with authorization for license capacity which does not agree with the authorization sought by the center.
e. The proposal of the director to deny regular licensure at the expiration of center's provisional license.

2. Those licensing actions of the director which are of a ministerial nature shall not afford the right to an administrative hearing. These actions include:

a. Refusal of the director to renew the license of a child day-care center due to lack of a timely filed renewal application as required by rule 5101:2-12-10 of the Administrative Code.
b. Rejection by the director of any application for licensure for procedural reasons such as, but not limited to, improper fee payment, incomplete submission, use of invalid form, as specified by rules 5101:2-12-09, 5101:2-12-10, and 5101:2-12-11 of the Administrative Code.

B. A request for any administrative hearing pursuant to Chapter 119 of the Revised Code and this rule shall be made in writing to the director and shall be considered to have been made as of the date the said request is postmarked. Requests received by means other than the postal service, shall be considered received when time-date stamped in the child-care regulatory unit, Ohio Department of Human Services.

C. The director may deny or revoke a license, or refuse to renew a license of a center, if the applicant knowingly makes a false statement on the application, does not comply with the requirements of Chapter 5104 of the Revised Code or Chapter 5101:2-12 of the Administrative Code, or has pleaded guilty or been convicted of an offense described in section 5104.09 of the Revised Code.

D. If the director revokes a license or refuses to renew a license of a center, he shall not issue a license to the owner of the center within two years from the date of revocation of a license or refusal to renew a license.

5101:2-12-19 Inspection and Investigation Rights.

A. The director of human services shall investigate and inspect each center operating in the state and shall provide a written inspection report to the licensee and/or the administrator within a reasonable time after each inspection. Each center shall be inspected at least twice during every twelve-month period of the center's operation. At least one inspection shall be unannounced and all inspections may be unannounced.

1. Every person, firm, partnership, organization, institution, or agency shall cooperate with the director of human services, or any state or local official when performing duties required of him by Chapter 5104 of the Revised Code by:
    a. Providing access to the premises at any time during operation. Inspections may be conducted without prior notice.
    b. Providing access to pertinent records upon request, or furnishing same within a reasonable period of time, not to exceed fourteen calendar days, if said records are not required to be on file at the center.
    c. Providing any other information or documentation as is necessary to determine compliance with requirements.

2. Failure of any person, firm, partnership, organization, institution, or agency to cooperate with the director of human services or any state or local official when performing duties required of him by Chapter 5104 of the Revised Code shall be grounds for denial or revocation of a license, pursuant to administrative hearing rights afforded by Chapter 119 of the Revised Code.

B. The director of human services shall investigate and may inspect any center upon receipt of any complaint that the center is out of compliance with the requirements of Chapter 5104 of the Revised Code or Chapter 5101:2-12 of the Administrative Code.

C. The director may hold hearings, issue subpoenas, compel testimony, and make adjudications.

1. The director may issue subpoenas for investigative purposes under Chapter 5104 of the Revised Code and section 5101.37 of the Revised Code.

2. The director may deny an application for licensure or revoke a license of any child day-care center if, after prior hearing, he finds that said center has failed to comply with regulations required by Chapter 5101:2-12 of the Administrative Code. Any action to deny an application or revoke a license shall be carried out pursuant to Chapter 119 of the Revised Code.

3. The director may issue an order of revocation to any center revoking the license previously issued by him if, after notice and hearing pursuant to Chapter 119 of the Revised Code, he finds that any person, firm, organization, institution, or agency licensed under section 5104.03 of the Revised Code is in violation of any provision of Chapter 5104 of the Revised Code or rules promulgated pursuant to Chapter 5104 of the Revised Code.

4. Action by the director to establish jurisdiction, deny an application, or revoke an existing license shall only be effectuated upon the entry of an adjudication order signed by the director. Any party against whom an adjudication order is entered may appeal said action in accordance with Chapter 119 of the Revised Code.

D. The director, upon receiving a complaint or otherwise being advised that the center is providing child day care without a license, shall investigate the center and may inspect areas children have access to or areas necessary for the care of children in the center during suspected hours of operation.

E. The director, upon determining that a center is operating without a license, shall notify the attorney general, the prosecuting attorney of the county in which the center is located, or the city attorney, village solicitor, or other chief legal officer of the municipal corporation in which the center is located, that the center is operating without a license. Upon receipt of the notification, the attorney general, prosecuting attorney, city attorney, village solicitor, or other chief legal officer of a municipal corporation shall file a complaint in the court of common pleas of the county in which the center is located, requesting that the court grant an order enjoining the owner from operating such center. The Ohio Department of Human Services may petition for injunctive relief in the following instances:

1. Against centers operating who have not made application for licensure, or against centers operating who have made application but are operating without a license to do so.
2. Against centers operating after expiration of their existing license who have failed to make a timely renewal application as required by rule 5101:2-12-10 of the Administrative Code.
3. Against centers operating after the entry of a lawful adjudication order revoking an existing license or denying a timely filed renewal application for licensure.

F. The surrender of a center license to the director or the withdrawal of an application for licensure by the owner or administrator of the center shall not prohibit the director from instituting any of the actions set forth in this rule.

5101:2-12-20 Complaint Investigation.

A. The director shall investigate and may inspect any licensed child day-care center upon receipt of any complaint that the center is out of compliance with the requirements of Chapter 5104 of the Revised Code or Chapter 5101:2-12 of the Administrative Code.

1. The investigation of complaints alleging serious life, health, or safety risks shall be initiated within twenty-four hours of receipt of the report.
2. The investigation and appropriate action on all other complaints shall commence within five working days of the receipt of the report.

B. The investigation may include any number of contacts with persons such as, but not limited to:

1. Building inspectors, fire inspectors, sanitarians, public health officials;
2. Neighbors;
3. Parents and relatives of children in care;
4. County protective services staff;
5. Persons mentioned by the complainant;
6. Health agency or law enforcement personnel;
7. Current and past center employees; or
8. Other witnesses.

C. The director shall complete a disposition report for each complaint at the conclusion of the investigation. The report shall be kept on file at the department of human services.

D. The director shall forward to the administrator and the licensee summary letters which outline the allegations, the results of the investigation, and expectations for corrections of any confirmed or discovered violations of the requirements. Copies of the summary letters shall be kept on file at the department of human services.

E. The administrator or licensee may submit to the director a written response to a complaint investigation. The letter shall be kept on file at the department of human services.

F. The director shall immediately notify the local public children services agency upon receipt of a complaint when complaint allegations include child abuse or child neglect, and shall send to the public children services agency a follow-up letter which includes:

1. A summary of the allegations:
2. The director's plans for investigation of alleged noncompliance with requirements of Chapter 5104 of the Revised Code or Chapter 5101:2-12 of the Administrative Code; and
3. A request for clarification of joint or parallel investigatory roles.

G. A copy of the center's licensing record, with confidential information deleted, shall be provided to any person who submits a written request to the director. The licensing record shall include, but not be limited to, complaint investigation documents. Neither the disposition report nor the summary letters required by paragraph C. or D. of this rule shall disclose the results of investigations of abuse or neglect conducted by the local public children services agency.

5101:2-12-21 Building Approval.

A. The child day-care center shall secure a building inspection and written approval.

B. The buildings in which the center is housed, subsequent to any major modification, shall have been approved by the department of industrial relations or a certified municipal or county building department for the purpose of operating a child day-care center.

C. The securing of a building inspection and approval shall be verified by written documentation of said approval on ODHS 1232 "Report of Building Safety Inspection of Day Care Centers for Compliance With Ohio Administrative Code." Said approval shall be a prerequisite for licensure. The form shall be signed and dated by the building department official having enforcement authority over child day-care centers in the location in which the center is located.

D. Building inspections and approvals shall be obtained in the following circumstances:

1. Upon initial application for licensure.
2. At the time of any major modification or alteration of any existing structure presently being used for a child day-care center but prior to the continued use of modified or altered parts of the structure for child day-care purposes.
3. Prior to the use of any parts of the structure not previously inspected and approved for use for child day care.

5101:2-12-22 Fire Approval.

A. The center shall secure a fire inspection and written approval.

B. The state fire marshal or the certified fire safety inspector of the municipal corporation or township in which the center is located has inspected the center annually within the preceding license period and has found the center to be in compliance with rules promulgated by the state fire marshal. "Annually within the preceding license period" means at least once within each twelve months following issuance of the center's existing license.

C. The securing of a fire inspection and approval shall be verified by written documentation of said approval on the form prescribed by the department of human services. Said approval shall be a prerequisite for licensure. The form shall be signed and dated by a certified fire safety inspector having jurisdiction over child day-care centers in the area in which the center is located.

D. Fire inspection and approval shall be obtained in the following circumstances:

1. Upon initial application for licensure.
2. At the time of any major modification or alteration of any existing structure presently being used for a child day-care center but prior to the continued use of modified or altered parts of the structure for child day-care purposes.
3. Prior to the use of any parts of the structure not previously inspected and approved for use for child day care as required by rule 5101:2-12-21 of the Administrative Code.
4. Annually within the preceding licensing period but prior to the expiration of the center's existing license.

E. Failure to comply with the provisions of this rule shall be grounds for refusal to license, or for revocation of a license. All such actions of the director shall be in conformity with Chapter 119 of the Revised Code.

5101:2-12-23 Food Service Licensure.

A. Prior to license issuance, the center shall provide verification that it has secured from the board of health of the health district in which it is located or the state department of health, one of the following:

1. A food service license permitting the preparation or serving of food; or
2. A written statement on the form prescribed by the department of human services from the health official having jurisdiction in the area in which the center is located which states that the center is exempt from food service licensure.

B. Meals or snacks may be provided by a licensed caterer such as, but not limited to, a restaurant, a cafe, or a luncheonette. The center shall maintain on file at the center for review by the director the name, address, telephone number, and food service license number of the caterer.

C. The securing of a food service license or exemption from licensure shall be obtained as required by the health district having jurisdiction in the area in which the center is located.

5101:2-12-24 Administrator.

A. The administrator is responsible for the daily operation of the child day-care center program and for implementing the licensee's plan for compliance with Chapter 5104 of the Revised Code and Chapter 5101:2-12 of the Administrative Code.

1. The person designated as administrator exercises functions and duties that show the individual to be in charge of, directing, and conducting the day-to-day operations of the center. A copy of the administrator's job description shall be on file at the center for review by the director, upon request. All persons designated as administrator(s) shall meet the requirements of rules 5101:2-12-08, 5101:2-12-07, 5101:2-12-29, and 5101:12-12-25 of the Administrative Code.
2. The person designated as administrator shall be on site for a minimum of one-half of the hours that the child day-care center is in operation during the week, or a minimum of forty hours per week, whichever is less.

B. If more than one person regularly shares the duties of directing and conducting the day-to-day operation of the center, all may be named as co-administrators of the program. If one or more persons are designated as co-administrators of the program, the total hours any one of these persons is present at the center shall be a minimum of one-half of the hours that the child day-care center is in operation during the week, or a minimum of forty hours per week, whichever is less.

C. A child-care staff member present at the center shall be named to assume the duties of the administrator relative to any emergency at the center, whenever the administrator is absent from the center. The designated child-care staff member shall have access to the children's records maintained on file at the center pursuant to rule 5101:2-12-59 of the Administrative Code.

D. The administrator and the licensee may be the same person.

5101:2-12-25 Administrator Qualifications.

A. The administrator shall have at least a high school education.

1. The administrator's high school education shall be verified by providing to the director:
    a. A copy of a high school diploma or transcript of a high school curriculum recognized by the state board of education or the appropriate agency of another state as equivalent to a high school education; or
    b. A copy of a certificate verifying passage of a test of "General Educational Development" recognized by the state board of education or the appropriate agency of another state as equivalent to a high school education; or
    c. A copy of other written evidence accepted by the director as evidence of completion of a high school education.
2. A copy of the administrator's qualifications verifying completion of a high school education shall be on file with the department of human services.

B. The administrator shall have completed at least two years of training in an accredited college, university, or technical college, including the completion of courses in child development or early childhood education, or shall have at least two years experience in supervising and giving daily care to children attending an organized group program, including at least two years of such experience in working with the age-level children for which he will have the responsiblity.

C. In addition to the requirements of paragraph A. and B. of this rule, any administrator employed or designated on or after September 1, 1986, shall show evidence of, and any administrator employed or designated prior to September 1, 1986, shall show evidence within six years after September 1, 1986, of at least one of the following:

1. Two years of training, including the completion of at least four courses in child development or early childhood education from an accredited college, university, or technical college. "Two years of educational training" shall mean the completion of ninety quarter credit hours or sixty semester credit hours in an accredited college, university, or teechnical college as verified by transcripts of credit hours earned from the institutions, and "four courses in child development or early childhood education" shall mean the completion of at least twelve semester hours or eighteen quarter hours of courses in subject areas listed in paragraph C. of rule 5101:2-12-30 of the Administrative Code; or
2. Two years of experience working as a child-care staff member in a center and the completion of at least four courses in child development or early childhood education from an accredited college, university, or technical college, except that a person who has two years of experience working as a child-care staff member in a particular center and who has been promoted to or designated as administrator of that center shall have one year from the time he was promoted to or designated as administrator to complete the required four courses. The person's written plan for securing the required coursework within one year shall be on file at the center for review by the director; or
3. A currently valid child development associate credential issued by the "National Child Development Associate Credentialing Commission;" or
4. An associate or higher degree in child development or early childhood education from an accredited college, university, or technical college, or a pre-kindergarten associate certificate that is issued by the state board of education.

D. The administrator shall verify his educational training to the director or his representative.

1. Copy of the verification shall be on file with the department of human services. The administrator shall provide to the department:
    a. A copy of a transcript of credit hours earned from a college, university, or technical college accredited by an accrediting body recognized by the "Council on Post Secondary Accrediation, American Council on Education, One Dupont Circle, Northwest, Suite 706, Washington, D.C., 20036;" or
    b. A copy of a transcript of credit hours earned from a foreign college, university, or technical college which is listed in one of the following publications:
        i. "International Handbook of Universities and Other Institutions of Higher Learning," published by "International Association of Universities, One Rue Moillus, 75732 Paris Cedex 15, France," "(Division of American Council on Education, One Dupont Circle, Northwest, Washington, D.C. 20036);" or
        ii. "Commonwealth Universities Yearbook, 36 Gordon Square, London, WC 1 HOPF, England" "(114 East Second Street, New York, New York, 10016);" or
        iii. "The World of Learning, Volume One or Volume Two," "Europa Publications Limited, 18 Bedford Square, London, WC 1 B 3 JN, England."
2. Credit hours earned shall be verified by the director or his representative from a copy of the transcript from the institution which is on file with the department of human services.

3. In those instances in which the director is unable to ascertain from a transcript whether coursework proffered as a course in child development, is, in fact so, the director shall require that the person seeking approval of his coursework provide written evidence from the institution where the credits were earned which demonstrates that the content of the coursework qualified the course as a course in child development or early childhood education.

E. The administrator shall verify two years of experience to the director by providing an affidavit from past employers, or from other documented evidence available. Copies of these verifications shall be on file with the department of human services.

1. "Two years of experience" shall mean experience working as a child-care staff member supervising and giving care to an organized group of children of any age between birth and fourteen years of age for a minimum of twelve hours per week during a minimum of twenty-four calendar months.
2. Care of one's own children cannot be counted as meeting the requirements of two years of experience.

F. Less than two years of educational training that includes the completion of at least four courses in child development or early chidhood education may be combined with less than two years of work experience to meet the qualifications for administrator if, in combination, educational training and work experience equal at least the equivalent of two years' total time.

For the purposes of this rule, one month's work experience shall be considered to be equal to 2.5 semester credit hours or 3.75 quarter credit hours.

5101:2-12-26 Child-Care Staff Members and Other Employees.

A. **"Child-care staff member"** means any employee of a child day-care center who is primarily responsible for the care and supervision of children. The administrator may be a part-time staff member when not involved in other duties.

1. A child-care staff member shall be regularly assigned to a group of children and shall have regularly assigned working hours and days. The hours and days of work and the group of children assigned to each child-care staff member shall be recorded as required by rule 5101:2-12-34 of the Administrative Code.
2. All child-care staff members must meet the requirements of rules 5101:2-12-07, 5101:2-12-08, 5101:2-12-27, 5101:2-12-29, and 5101:2-12-30 of the Administrative Code. Only persons meeting these requirements shall be counted to meet maximum number of children per child-care staff member requirements.
3. If a regularly employed child-care staff member is unable, for any reason, to fulfill his responsibilities for care and supervision of the group of children to which he has been assigned, he must be replaced immediately by another person meeting the requirements of rules 5101:2-12-07, 5101:2-12-08, 5101:2-12-27, and 5101:2-12-29 of the Administrative Code. Any person who works as a subsitute for more than one year shall also meet the requirements of rule 5101:2-12-30 of the Administrative Code. A list of all substitutes to be used in the absence of a child-care staff member, along with written verification of compliance with all requirements, shall be on file at the center for review by the director, upon request.

4. The administrator may be counted as a child-care staff member only when he is primarily responsible for the care and supervision of a specific group of children. While acting as a child-care staff member, the administrator may not be engaged in duties other than being responsible for care and supervision of the group of children. The hours and days of work and group assigned to the administrator shall be recorded and on file at the center for review by the director, upon request.

B. **"Employee"** means a person who either receives compensation for duties performed in a center or a person who is assigned specific working hours or duties in a center.

   1. All employees shall meet the requirements of rules 5101:2-12-07, 5101:2-12-08 and 5101:2-12-29 of the Administrative Code.
   2. **"Employee"** shall not include a parent or guardian of a child enrolled in the center when the parent or guardian is assigned specific working hours or duties in the center as a condition of the child's enrollment in the program, and when the parent or guardian is not used to meet the maximum number of children per child-care staff member requirements of rule 5101:2-12-34 of the Administrative Code.
   3. There shall be on file at the center records of all employees of the center, including written verification of compliance with all requirements. These records shall be available for review by the director, upon request.

5101:2-12-27 Qualifications of Child-Care Staff Member.

A. Except as otherwise provided in paragraphs B., C., and D. of this rule, a child-care staff member shall be at least eighteen years of age, and shall have at least a high school education or shall have completed a training program approved by the state department of human services or the state board of education.

   1. There shall be on file at the center for review by the director evidence to verify each child-care staff member's high school education. Evidence shall be:
      a. A copy of a high school diploma or transcript of a high school curriculum recognized by the state board of education or by the appropriate agency of another state as equivalent to a high school education; or
      b. A copy of a certificate verifying passage of a test of "General Educational Development" recognized by the state board of education or by the appropriate agency of another state as equivalent to a high school education; or
      c. A copy of other written evidence accepted by the director as evidence of completion of a high school education.
   2. The training program to be completed in lieu of a high school education shall be the course developed by the home economics section, division of vocational education, Ohio Department of Education, and approved by the state board of education, and the state department of human services.
      a. The course shall be known as "Child Care Job Training Program For Adults."
      b. Eight courses, or one hundred sixty hours, shall be completed.
      c. Of the eight courses, five courses or one hundred hours shall be required, and three courses or sixty hours shall be elected by the student.
      d. There shall be on file at the center for review by the director certification issued by the state board of education confirming the completion of course hours.
   3. Any person who was employed as a child-care staff member by the same employer and/or at the same center prior to January 1, 1972, and has been continually employed thereafter, shall be exempted from the requirement of a high school education or completion of the training program approved by the state department of human services and the state board of education.

   a. The center shall submit written evidence to the director or his representative verifying the child-care staff member's employment by the employer prior to January 1, 1972, and continually thereafter.
   b. Evidence submitted to the director may take the form of, but is not limited to:
      i. An affidavit from the employer;
      ii. Employment records from the employer; or
      iii. The center's state licensing record including a list of employees at the center.

B. A child-care staff member may be less than eighteen years of age if he is a graduate of a two-year vocational child-care training program approved by the state board of education. There shall be on file at the center for review by the director evidence to verify the child-care staff member's graduation from the approved program. Evidence shall be:

   1. A copy of a diploma or a transcript of a vocational program curriculum recognized by the state board of education as evidence of graduation from an approved vocational child-care training program; or

   2. A copy of other written evidence accepted by the director as evidence of graduation from an approved vocational child-care training program.

C. A child-care staff member may be less than eighteen years of age and shall be exempt from the educational requirements of this rule if he is a student enrolled in the second year of a vocational child-care training program that leads to high school graduation and is approved by the state board of education. The student's employment at the center shall be in accordance with rule 5101:2-12-28 of the Administrative Code.

5101:2-12-28 Vocational Child-Care Training Program.

A. A child-care staff member may include a student enrolled in the second year of a vocational child-care training program, approved by the state board of education and which leads to high school graduation.

   1. A student shall be in the second year of a two-year vocational child-care program or a senior who has completed a one-year in-school child-care program and is presently enrolled in a multi-area program, child-care section of a vocational home economics program.

   2. **"A student enrolled in the second year"** means a student who has received a minimum of five hundred forty clock hours of laboratory and related instruction in child care in the junior year prior to the second year of a training program. In the interim period between completion of the five hundred forty hours and the beginning of classes in the second year of the training program, a student shall be considered to be enrolled in the second year of the training program and may be employed as a child-care staff member when the requirements of paragraph B., C., and D. of this rule are met.

B. The student shall perform his duties in the child day-care center under the continuous supervision of an experienced child-care staff member. "Continuous supervision" shall mean:

   1. Another child-care staff member shall be on the premises, in the building used for child care or in an adjacent outdoor area, at all times a student is responsible for the care and supervision of a group of children.

   2. The student shall not perform the duties of the second adult on the premises as required by rule 5101:2-12-33 of the Administrative Code unless the student is at least eighteen years of age.

C. The student shall receive periodic supervision from the vocational child-care training program teacher-coordinator in his high school.

  1. There shall be on·file at the center for review by the director a signed statement from the teacher-coordinator of the vocational child-care program which states:

     a. The student is in the second year of a vocational child-care training program, as defined herein.
     b. The student is receiving periodic supervision from the person specified as the student's teacher-coordinator.

  2. There shall also be on file at the center a copy of the student's training plan and training agreement as developed by the teacher-coordinator of the vocational child-care program in cooperation with the day-care center administrator or the administrator's designee.

D. The student shall also meet the requirements of rules 5101:2-12-07 and 5101:2-12-29 of the Administrative Code.

5101:2-12-29 Employee Medical Statement.

A. The administrator and every employee of a child day-care center shall be mentally and physically able to carry out his duties. No child day-care center shall employ as a child-care staff member a person whose physical or mental disability would prevent such person from recognizing and acting against any hazards to a child's safety and well-being at the center or which would prevent such person from the substantial discharge of all other responsibilities of his position.

B. Each administrator and employee shall be examined by a licensed physician not more than thirty days before employment. For an administrator or employee employed on or after September 1, 1986, the examination shall be completed not more than twelve months before employment and there shall be on file at the center a medical statement signed by the physican certifying the administrator or employee:

  1. Is, based upon the medical history and physical condition at the time of the examination, free of apparent communicable disease, including tuberculosis. The examination shall include a Mantoux skin test to detect tuberculous infection, except those persons who document a previous significant reaction to the Mantoux skin test shall be exempt from the Mantoux skin test requirement.

  2. Is physically fit for employment in a facility caring for young children.

  3. Has been immunized against measles, mumps, rubella, tenanus, and diphtheria, except that for persons born on or before December 31, 1956, a history of measles or mumps disease may be substituted for the vaccine. A history of having rubella disease shall not be substituted for rubella vaccine. Only a laboratory test demonstrating detectable rubella antibodies shall be accepted in lieu of rubella vaccine. An employee may be exempt from this immunization requirement for religious reasons upon filing a written request with the center, and for medical reasons upon submission of a request for exemption in the form of a statement signed by a licensed physician.

C. The medical statements shall bear the date of the examination and the signature, business address, and telephone number of the licensed physician who completed the examination. **"Licensed physician"** shall mean a person licensed to practice medicine by the state medical board or a comparable body in other states.

D. Medical statements for the administrator and all employees shall bear the respective dates of employment, shall be on file at the center, and shall be available for review by the director, upon request.

5101:2-12-30 In-Service Training.

A. Each child-care staff member of a child day-care center annually shall complete fifteen hours of in-service training in child development or early childhood education; child abuse recognition and prevention; first aid; and in prevention, recognition, and management of communicable diseases, until a total of forty-five hours of training have been completed, unless he furnishes to the director evidence of an associate or higher degree in child development or early chidhood education from an accredited college, university, or technical college, or a pre-kindergarten associate certificate that is issued by the state board of education, or furnishes evidence of a child development associate credential.

   1. A child-care staff member shall meet the requirements of this rule regardless of the part-time or full-time employment status of the child-care staff member or the number of months per year the center is in operation.
   2. An administrator who also functions as a child-care staff member shall meet the requirements of this rule.
   3. For the purposes of this rule, **"hour"** means sixty minutes.
   4. "Evidence of an associate or higher degree in child development or early childhood education" shall be one of the following:
      a. A copy of a diploma or a transcript indicating child development or early childhood education as the major course of study which culminated with conferment of the associate or higher degree; or
      b. A copy of other written evidence accepted by the director as evidence of completion of at least ninety quarter credit hours or sixty semester credit hours from an accredited college, university, or technical college, including at least thirty-six quarter credit hours or twenty-four semester credit hours in courses in any of the subject areas listed in paragraph C. of this rule.

B. A child-care staff member annually shall complete training in each of the four subject areas described in paragraph A. of this rule until a total of forty-five hours of training have been completed, except that currently valid training that meets the requirements of rule 5101:2-12-31 or 5101:2-12-32 of the Administrative Code shall be accepted in lieu of in-service training in the subject areas addressed by those rules.

C. **"Training in child development or early childhood education"** means training in any of the following subject areas:

   1. Growth and development of children ages birth to eight years of age, or birth to fourteen years of age for persons who work exclusively with school children;
   2. Children with special needs;
   3. Use of physical space and play equipment;
   4. Working with parents and families;
   5. Nutritional needs of children and nutritional education;
   6. Community health and social services resources for families and children;

7. Planning child day-care programs and activities for children ages birth to eight years of age or birth to fourteen years of age for persons who work exclusively with school children.
8. Classroom management — helping children build self-control and self-concept;
9. Administration of a child day-care center;
10. Other areas as determined by the director.

D. **"Training in child abuse recognition and prevention"** means training in any of the subject areas cited in paragraph B. of rule 5101:2-12-32 of the Administrative Code.

E. **"Training in first aid"** means training in any of the subject areas cited in paragraph B. of rule 5101:2-12-31 of the Administrative Code.

F. **"Training in prevention, recognition, and management of communicable diseases"** means training in any of the subject areas cited in paragraph C. of rule 5101:2-12-31 of the Administrative Code.

G. In-service training that meets the requirements of this rule may occur in a variety of settings including, but not limited to: seminars; courses held by colleges, universities, or technical schools; workshops, conferences, or association meetings; provided that the trainer meets the requirements for trainers as set forth in paragraph I. of this rule.

H. Each child-care staff member shall have on file at the center evidence of completion of at least fifteen hours of training for each year of employment until forty-five hours of training have been completed or evidence verifying exempt status as set forth in paragraph A. of this rule. Training hours shall begin to accrue on September 1, 1986, for persons employed as child-care staff members prior to September 1, 1986, and shall begin to accrue on the date of employment for persons hired on or after September 1, 1986.

I. The following shall be acceptable evidence of completion of training in child development or early childhood education; child abuse recognition and prevention; first aid; and prevention, recognition, and management of communicable diseases:

1. Transcript from an accredited college, university, or technical college;
2. Written documentation from the "American Red Cross" verifying completion of first aid or common childhood illnesses training;
3. The form prescribed by the director when it has been signed and dated by a trainer who meets the following requirements.
   a. A trainer in child development or early childhood education shall have at least two years of experience specific to the subject area, and:
      i. Shall have an associate or higher degree in child development or early childhood education, education, home economics, nursing, nutrition, psychology, or social work. Evidence of an associate or higher degree shall be a copy of a diploma, a transcript, or other written evidence accepted by the director as evidence of completion of at least ninety quarter credit hours or sixty semester credit hours from an accredited college, university, or technical college. The coursework shall include at least thirty-six quarter credit hours or twenty-four semester credit hours in courses in any of the subject areas listed in paragraph C. of this rule; or
      ii. Shall have a pre-kindergarten associate certificate that was issued by the state board of education; or

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    iii. Shall have a pre-kindergarten teacher certificate that was issued by the state board of education; or
    iv. Shall have a currently valid child development associate credential issued by the "National Child Development Associate Credentialing Commission;" or
    v. Shall be a licensed physician; or
    vi. Shall be a registerd nurse.

b. A trainer in first aid shall meet one of the following requirements. The trainer shall be:
    i. A currently authorized "American Red Cross" first-aid instructor; or
    ii. A licensed physician or registered nurse who has knowledge of current recommendations for medical emergencies as most recently specified by the "Division of Medical Sciences, National Research Council, National Academy of Sciences, Washington, DC 20418"; or
    iii. An emergency medical technician — ambulance instructor.

c. A trainer in prevention, recognition, and management of communicable diseases shall meet one of the following requirements. The trainer shall be:
    i. A currently authorized "American Red Cross" instructor; or
    ii. A licensed physician or a registered nurse who has knowledge of current recommendations of the state department of health.

d. A trainer in child abuse recognition and prevention shall be knowledgeable of, and shall teach no information contradictory to, Chapters 2907 and 5104 of the Revised Code, sections 2151.03, 2151.031, 2151.421, 2919.22, and 5153.16 of the Revised Code, and Chapter 5101:2-12 of the Administrative Code. The trainer shall be a person employed by a public children services agency who has been authorized by that agency to provide training in child abuse and neglect recognition and prevention; or shall be a person who meets at least one of the following requirements and has at least two years' experience training others in child abuse and neglect recognition and prevention or at least two years' work experience in recognizing or assessing child abuse or neglect. The requirements are:
    i. Have an associate or higher level degree from an accredited college, university, or technical college in child development, early childhood education, social work, or related field as determined by the director; or
    ii. Be a licensed physician; or
    iii. Be a registered nurse.

J. Any trainer who provides training required by this rule shall submit to the director a course outline and/or verification of compliance with the trainer qualification requirements of paragraph I. of this rule, upon request.

K. Resource persons who do not meet the trainer qualifications prescribed in paragraph I. of this rule may be utilized to provide specific information during training when such resource persons are accompanied and supervised at all times by a trainer who meets the requirements of paragraph I. of this rule.

5101:2-12-31 Persons Trained In First Aid and In Prevention, Recognition, and Management of Communicable Diseases.

A. Each child-day-care center shall have on the center premises and readily available at all times at least one child-care staff member who has completed a course in first aid and in prevention, recognition, and management of communicable disease which is approved by the state department of health. The child-care staff member and the administrator may be the same person.

1. There shall be at least one such trained person on the center premises and readily available at all times for every seventy-five children on the center premises.
2. The only course in first aid and in prevention, recognition, and management of communicable diseases approved by the state department of health shall consist of a two-part course. Part one shall be the first-aid section of the course. Part two shall be the communicable diseases section of the course. Both parts must be successfully completed before a person shall be considered trained in first aid and in prevention, recognition, and management of communicable diseases.

B. The first-aid section of the course shall be the approved "American Red Cross Multi-Media Standard First Aid" course or shall meet the following requirements:

1. It shall be at least six hours in length.
2. The instruction shall include, but not be limited to, recognition and emergency management of:
   - a. Bleeding;
   - b. Burns;
   - c. Poisoning, including over-medication;
   - d. Anaphylaxis;
   - e. Respiratory distress, including choking;
   - f. Musculo-skeletal injury;
   - g. Convulsions;
   - h. Wounds, including animal and insect bites;
   - i. Hyperglycemia and hypoglycemia;
   - j. Loss of consciousness;
   - k. Head injury;
   - l. Shock; and
   - m. Dental emergencies utilizing the Ohio Department of Health "Dental First Aid Chart."
3. The instruction shall be provided by a person who meets at least one of the following requirements. The person shall be:
   - a. A currently authorized "American Red Cross" first-aid instructor;
   - b. A licensed physician or registered nurse who has knowledge of current recommendations for medical emergencies as most recently specified by the "Division of Medical Sciences, National Research Council, National Academy of Sciences, Washington, DC 20418"; or
   - c. An emergency medical technician — ambulance instructor.
4. For each trained person there shall be on file at the center for review by the director written verification that the first-aid section of the training has been completed. Compliance shall be verified in one of the following ways:
   - a. Written verification from the "American Red Cross" that is signed and dated by a representative of the "American Red Cross." This training shall be valid for the period of time recognized by the "American Red Cross"; or
   - b. A statement signed by the trainer, on the form prescribed by the director verifying said training. This training shall be valid for three years from the date of training.

C. The prevention, recognition, and management of communicable diseases section of the course shall be the "American Red Cross Common Childhood Illnesses" course as approved by the department of health or shall meet the following requirements:

1. It shall be at least six hours in length.

2. The instruction shall include, but not be limited to, the following topics.
   a. Discussion of transmission through:
      i. The intestinal tract;
      ii. The respiratory system; and
      iii. Direct contact.
   b. Hygiene:
      i. Handwashing;
      ii. Cleaning and disinfection.
   c. Diapering;
   d. Signs and symptoms of illnesses, including fever, rash, and vomiting;
   e. Sick child care;
   f. Establishing a health policy for the center;
   g. Temperature-taking;
   h. Education in specific communicable disease including, but not limited to:
      i. Bacterial meningitis;
      ii. Chicken pox;
      iii. Diarrheal disease;
      iv. Head lice;
      v. Hepatitis;
      vi. Scabies;
      vii. Strep throat; and
      viii. Vaccine-preventable diseases.
   i. Protecting child-care staff members from disease.

3. The instruction shall be provided in accordance with a course outline provided by the department of health by a currently authorized "American Red Cross" instructor or by a licensed physician or a registered nurse.

4. For each trained person there shall be on file at the center for review by the director written verification that the prevention, recognition, and management of communicable diseases section of the training has been completed. Verification shall be indicated in one of the following ways:
   a. Written verification from the "American Red Cross" that is signed and dated by a representative of the "American Red Cross." This training shall be valid for the period of time recognized by the "American Red Cross"; or
   b. A statement signed by the licensed physician or the registered nurse who conducted the training. The statement shall be on the form prescribed by the director and shall be valid for three years from the date of training.

D. An individual who completes the course in first aid and in prevention, recognition, and management of communicable diseases that meets the requirements of paragraphs B. and C. of this rule shall update the training by either repeating the original course or by completing a review course in first aid and in prevention, recognition, and management of communicable diseases. The review course shall meet the following requirements:

1. The first-aid section shall be at least three hours in length and the communicable disease section shall be at least three hours in length.

2. The instruction shall include, but not be limited to, the topics in paragraphs B. and C. of this rule.

3. The review course shall be valid for three years from the date of training.

4. The first-aid training shall be provided by a trainer who meets the requirements of paragraph B. of this rule and the communicable disease training shall be provided by a trainer who meets the requirements of paragraph C. of this rule.

E. Training in first aid and in prevention, recognition, and management of communicable diseases that was completed by a child-care staff member prior to September 1, 1986, shall be considered valid after September 1, 1986, for up to three years from the date of training, when the director has determined that the training met the requirements that were in effect prior to September 1, 1986. An individual who has been determined by the director to have completed the approved training prior to September 1, 1986, shall update the training by either completing the course prescribed in paragraphs B. and C. of this rule, or by completing the review course prescribed in paragraph D. of this rule.

F. Any trainer who provides training required by this rule shall submit to the director, upon request, a course outline and/or verification of compliance with the trainer qualification requirements of paragraphs B. and C. of this rule.

5101:2-12-32 Persons Trained in Child Abuse Recognition and Prevention.

A. Each child day-care center shall have on the center premises and readily available at all times at least one employee who has completed a course in child abuse recognition and prevention which is approved by the department of human services.

B. The course approved by the department of human services shall meet the following requirements:

1. It shall be at least six hours in length.
2. The instruction shall include, but not be limited to, the following subject areas:
   a. Revised Code sections and Administrative Code rules pertaining to child abuse and neglect including definitions, reporting, and confidentiality requirements;
   b. The physical and behavioral indicators of child abuse and neglect, both intrafamilial and out-of-home;
   c. Reporting: when to, how to, to whom, immunity, penalty for failure to report, and system development for the center;
   d. Investigation and the role of the public children services agency;
   e. Information-sharing concerning the disposition of report to reporting source, licensing agency, law enforcement agency, central registry, and court;
   f. Helping families who have problems with child abuse and neglect;
   g. Prevention of child abuse and neglect in day care, including staff training, staff supervision, policies and procedures, and handling of discipline.
3. The instruction shall be provided by a person who is knowledgeable of, and who agrees to teach no information contradictory to, Chapters 2907 and 5104 of the Revised Code, sections 2151.03, 2151.031, 2151.421, 2919.22, and 5153.16 of the Revised Code, and Chapter 5101:2-12 of the Administrative Code. The trainer shall be a person employed by a public children services agency who has been authorized by that agency to provide training in child abuse and neglect recognition and prevention; or a person who meets at least one of the following requirements and has at least two years' experience training others in child abuse and neglect recognition and prevention, or at least two years' work experience in recognizing or assessing child abuse or neglect. The requirements are:
   a. Have an associate or higher level degree from an accredited college, university, or technical college in child development, early childhood education, social work, or a related field as determined by the director; or
   b. Be a licensed physician; or
   c. Be a registered nurse.

4. By March 1, 1987, for each trained employee, there shall be on file at the center for review by the director written verification that the child abuse recognition and prevention training has been completed. The written verification shall be in the form of a statement, signed and dated by the trainer, on the form prescribed by the director.

C. The training shall be valid for three years from the date of training. An individual who has completed the approved course in child abuse recognition and prevention shall update the training by either repeating the original course or by completing a review course which shall be valid for three years from the date of completion and which meets the following requirements:

1. The course shall be at least three hours in length;
2. The course content shall include all areas specified in paragraph B. of this rule; and
3. The trainer shall meet the requirements of paragraph B. of this rule.

D. Any trainer who provides training required by this rule shall submit to the director a course outline and/or verification of compliance with the trainer qualification requirements of paragraph B. of this rule, upon request.

5101:2-12-33 Two Responsible Adults on Premises.

A. The child day-care center shall have at least two responsible adults available on the premises at all times when seven or more children are in the center.

1. **"Adult"** means a person who is at least eighteen years of age.
2. One adult shall be a child-care staff member. The second adult shall:
   a. Be available within the building used for child care or in an adjacent outdoor area;
   b. Be able to be summoned by the child-care staff member without leaving the group alone or unsupervised; and
   c. Be able to react in response to such summons so as to reduce risk to children during an emergency circumstance.

B. There shall be on file at the center for review by the director, a statement signed by the person acting as the second adult if this person is not an employee of the center. This statement shall be updated annually or as needed to maintain compliance and shall state:

1. The times and days when the person is available within the building used for child care or in an adjacent outdoor area when seven or more children are in attendance at the center.
2. That as the second adult, he understands that he will be summoned in case of an emergency through a specified means of communication by the child-care staff member.
3. That as the second adult, he is able to react in response when summoned so as to reduce risk to children during the emergency situations.
4. That the second adult has signed the statement required pursuant to rule 5101:2-12-07 of the Administrative Code, pertaining to crimes involving child abuse or crimes of violence.

5101:2-12-34 Maximum Number of Children Per Child-Care Staff Member.

A. The center shall provide child-care staff members to give continuity of care and supervision to children. Except as otherwise provided in paragraphs B. and C. of this rule, there shall be at all times, the nature of the activity notwithstanding, at least one child-care staff member caring for:

   1. Every five infants who are less than twelve months old, except that two child-care staff members in the same room may care for twelve infants who are less than twelve months old.
   2. Every six infants who are at least twelve months old, but less than eighteen months old.
   3. Every seven toddlers who are at least eighteen months old, but less than thirty months old.
   4. Every eight toddlers who are at least thirty months old, but less than three years old.
   5. Every twelve preschool children who are three years old.
   6. Every fourteen preschool children who are four years old or five years old, and who are not school children.
   7. Every eighteen school children who are less than eleven years old.
   8. Every twenty school children who are eleven years old, but less than fifteen years old.

B. The number of toddlers or preschool children per child-care staff member in a room where children are napping may be as many as twice the maximum number of children per child-care staff member required by paragraph A. of this rule when all of the following criteria are met:

   1. At least one child-care staff member shall be physically present in the room at all times during nap time. The child-care staff member(s) assigned to a room where children are napping shall be responsible for the care and supervision of the children in the room and shall be able to summon other child-care staff members without leaving the room;
   2. There shall be enough child-care staff members readily accessible within the building in which the center is located to ensure that the maximum number of children per child-care staff member as required by paragraph A. of this rule is met at all times;
   3. Nap-time preparations shall have been completed and all napping children shall be resting or sleeping on cots;
   4. The provisions of paragraph 3. of this rule shall be in effect for no more than one and one-half hours during a twenty-four-hour day.

C. When there is a combination of ages within a group of children, the age of the youngest child shall determine the maximum number of children per child-care staff member; except that when no more than one child thirty months of age or older receives care in a group in which all the other children are in the next older age group, the maximum number of children per child-care staff member requirements of the older group, as required in paragraph A. of this rule, shall apply.

D. Enough child-care staff members must be physically present with each group of children to maintain maximum number of children per child-care staff member requirements at all times during the day. No child shall ever be left alone or unsupervised.

E. Current staffing information shall be maintained by the center and shall be available for review to the director in order for the center to show compliance with maximum number of children per child-care staff member requirements. The center shall maintain at the center an employee record chart which shows:

1. The name of each employee.
2. The designated group of children for which each child-care staff member is responsible.
3. Any hour(s) during which any child-care staff member is engaged in child caregiving activities, but not including time spent in activities such as, but not limited to, cooking, cleaning, midday break periods, or lunch breaks.

5101:2-12-35 Small Groups and Maximum Group Size.

A. The children shall be organized in small groups to give continuity of care and supervision to the children on a day-by-day basis.

1. **"Small group"** is defined as a given number of children assigned to child-care staff member(s) who shall be responsible for the well-being of each child in the group and for meeting each child's basic needs, as well as having responsibility for the activities of the small group. The number of children in a small group shall not exceed the maximum group size limitations of this rule.
2. Each small group shall be assigned to a room or designated area of a room as a home base even though the group may move to a number of areas in the center for daily activities.
3. Maximum group size at any one time during the day shall not exceed twice the maximum number of children allowed per child-care staff member as required by rule 5101:2-12-34 of the Administrative Code. Enough child-care staff members must be physically present at all times with each small group to maintain the maximum number of children per child-care staff member requirements of rule 5101:2-12-34 of the Administrative Code.
4. When there is a combination of ages within a small group of children, or when age groups are combined, the maximum group size at any one time during the day, shall not exceed twice the maximum number of children allowed per child-care staff member for the youngest child within the group; except that when no more than one child thirty months of age or older receives child day care in a group in which all the other children are in the next older age group, the maximum group size requirements of the older age group shall apply as required by rule 5101:2-12-34 of the Administrative Code. Enough child-care staff members must be physically present at all times with each small group to maintain the maximum number of children per child-care staff member requirements of 5101:2-12-34 of the Administrative Code.
5. Maximum group size limitations shall not be interpreted to apply during nap times, lunch times, outdoor play periods, field trips, or special occasions. Enough child-care staff members must be physically present at all times with each small group to maintain the maximum number of children per child-care staff member requirements of rule 5101:2-12-34 of the Administrative Code.
6. The maximum group size for infants less than twelve months old, when the number of children in the group exceeds five, shall be twelve with at least two child-care staff members physically present at all times with the group.

B. There shall be on file at the center, to be available for review by the director or his representative, current information to show compliance with organizing children in small groups and continuity of care and supervision of children. This information shall include:

1. A record of daily attendance for each child enrolled beginning with his first day of attendance at the center.
2. A record of daily attendance for each small group of children kept by the person responsible for that group. This record shall be kept on file for at least three months and shall specify:
   a. The names of children in the group;
   b. The birthdate of each child in the group;
   c. The name of the child-care staff member responsible for the group's care;
   d. The designated space used as home base by the group;
   e. For those centers that care for children on both a part-time and a full-time basis, the attendance schedule of each child, including the hours and days of attendance.

5101:2-12-36 Indoor Floor Space.

The child day-care center shall have, for each child for whom the center is licensed, at least thirty-five square feet of usable indoor wall-to-wall floor space regularly available for the child day-care operation exclusive of any parts of the structure in which child day care is prohibited by law or by rules adopted by the board of building standards, department of industrial relations.

A. Except as noted in paragraph B. of this rule, usable indoor floor space shall not include hallways, kitchens, storage areas, or any other areas not available for the care of children. Bathrooms shall be included only if they are used exclusively by children enrolled in the center.

B. Usable indoor floor space for the following centers may include hallways, kitchens, storage areas, bathrooms not used exclusively by children enrolled in the center, and other areas not available for the care of children:

1. Centers licensed on or before September 1, 1986, that continue under licensure after that date;
2. Centers licensed on or before September 1, 1986, that are issued a new license after September 1, 1986, solely due to a change of ownership of the center.
3. Centers licensed prior to September 1, 1986, that are issued a new license on or after September 1, 1986, solely due to failure to file a timely renewal application when the owner of the center submits an application for licensure prior to the expiration of the current license.

C. **"Wall-to-wall floor space"** shall be defined as the total space in each area exclusive of interior walls.

5101:2-12-37 Space Used for Infants And/Or Nontoilet-Trained Toddlers.

A. Infants, nontoilet-trained toddlers, and children of any age who are permanently assigned to a group of infants or nontoilet-trained toddlers shall receive care in a space or spaces apart from spaces used to care for toilet-trained toddlers, preschool children, and/or school children.

    1. **"Nontoilet-trained toddler"** means a child who is at least eighteen months of age but less than three years of age, and requires the use of diapers or training pants.
    2. **"Space"** means an area defined by continuous barriers that are at least thirty-six inches in height. The barriers may be permanent or nonpermanent walls, bookcases, partitions, or some similar device used to define the area.

B. The space or spaces used for the care of infants, nontoilet-trained toddlers, or children of any age who are permanently assigned to a group of infants or nontoilet-trained toddlers shall provide at leeast thirty-five square feet of indoor floor space for each child in the group.

C. When infants, nontoilet-trained toddlers, or children permanently assigned to a group of infants or nontoilet-trained toddlers use space also used by other children, the space shall be exclusively for the use of the infants, nontoilet-trained toddlers, or children permanently assigned to the group of infants or nontoilet-trained toddlers while the infants, nontoilet-trained toddlers, or children permanently assigned to the group of infants or nontoilet-trained toddlers are within the space.

D. Caregiving apart from other children shall include but is not limited to caregiving in the outdoor play area, the dining area, the toileting area, the large muscle play area, or in the classroom at arrival and departure times.

5101:2-12-38 Outdoor Play Space.

A. The center shall provide an opportunity for supervised outdoor play each day in suitable weather.

1. Maximum number of children per child-care staff members requirements of rule 5101:2-12-34 of the Administrative Code shall be maintained at all times children are using the outdoor play area, including going to and coming from the play area to the classroom area. No child shall ever be left alone or unsupervised.
2. When a group of children are outdoors, the child-care staff member responsible for the group shall be able to summon another adult without leaving the group alone or unsupervised.
3. The play area shall be supervised so that all children are within the sight and hearing of the child-care staff member at all times.
4. The center shall plan a daily outdoor play period for each toddler, preschool child, or school child. Outdoor play shall be shown as a part of the program schedule required by rule 5101:2-12-40 of the Administrative Code.

B. The center shall have on site or easily and safely accessible a safe outdoor play space which is enclosed by a fence or otherwise protected from traffic or other hazards.

1. The surface of the outdoor play area shall be drained well enough so that standing water does not prohibit the use of the play area on a daily basis.
2. The play area shall be free of hazards such as, but not limited to, broken glass, potholes, garbage, flammable materials, and other debris.
3. The play area shall be well defined by a fence, hedge, natural or other barrier to protect the area from traffic, animals, or other hazards.

C. The outdoor play area shall provide at least sixty square feet of usable space per child using the play area at any one time, regardless of the number of children for which the facility is authorized to serve.

D. The director may exempt a center from the requirement of an outdoor play space if an outdoor play space is not available and if all the following requirements are met:

1. The center shall have an indoor recreation area that has a minimum of one thousand four hundred forty square feet of space, that provides at least sixty square feet per child using the space at any one time, and that is separate from the indoor space required by rule 5101:2-12-36 of the Administrative Code.
2. There shall be regularly available and scheduled for use a conveniently accessible and safe park, playground, or similar outdoor play area.
3. The children are closely supervised during play and while traveling to and from the area.

E. The following centers, having received approval from the director prior to September 1, 1986, to use for play or recreation, a park, playground, or similar area not connected with the center, shall be exempt from the on site outdoor play space requirement of paragraph B. of this rule and the indoor recreation area requirement of paragraph D. of this rule unless the director determines upon investigation or inspection that the park, playground, or similar area, as well as access to and from the area, is unsafe for the children;

1. Centers licensed on or before September 1, 1986, that continue under licensure after that date.
2. Centers licensed on or before September 1, 1986, that are issued a new license after September 1, 1986, solely due to a change of ownership of the center.
3. Centers licensed prior to September 1, 1986, that are issued a new license on or after September 1, 1986, solely due to failure to file a timely renewal application when the owner of the center submits an application for licensure prior to the expiration of the current license.

F. If an area, such as a park or playground, not connected with the center, is used for play or recreation, the children shall be closely supervised both during play and while going to and from the area. Such a park or playground shall meet the requirements of paragraphs B. and C. of this rule.

5101:2-12-39 Exclusive Use of Space.

A. If living quarters are located in the same building as the child day-care center, or the building is shared by other persons or groups, the portion of the building to which the children from the center have access shall be used only for child day care during the hours the center is in operation.

B. The portion of the building to which the children from the center have access other than entry ways, hallways, restrooms, or other areas normally available for use by the public shall be for the exclusive use of persons from the child day-care center during the hours the center is in operation.

C. Persons other than those persons from the child day-care center may be allowed access to those portions of the building used for child day care which are referred to as areas normally open to the public such as, but not limited to, entry ways, hallways, or restrooms, if such access does not constitute a risk or hazard to the health and safety of those children in child day care as determined by the director. The written approval of the director for multiple use of areas normally available for use by the public by persons other than those persons from the child day-care center shall be on file at the center.

5101:2-12-40 Quiet and Active Play.

A. The center shall provide each day for both quiet and active play suitable to the age levels and abilities of the children under care.

B. The center shall devise and implement a program of activities suitable to the age levels and abilities of the children under care. A copy of the program schedule for each age group shall be made available for evaluation to the director or his representative. The director or his representative shall also observe this program for each age group.

C. The center's program shall be evaluated for compliance by the director or his representative by the following criteria:

   1. The program shall include outdoor play each day as required by rule 5101:2-12-38 of the Administrative Code. In extremely inclement weather, the program shall provide an opportunity for indoor gross motor play such as, but not limited to, climbing, jumping, running, or riding wheel toys.
   2. The center shall provide durable furniture, such as tables and chairs, for the purpose of implementing this program. This furniture shall be child-sized or appropriately adapted for use by children.
   3. Play materials to be used in the center's program shall be arranged in an orderly manner so that children may select, remove, and replace play materials with a minimum of assistance during appropriate times throughout the daily program.
   4. The program shall include a balance of both quiet and active play throughout the day. The quiet and active play shall be reflected in the written program and upon actual observation of the program.

D. Any educational curricula, philosophies, and methodologies that are developmentally appropriate and that enhance the social, emotional, intellectual, and physical development of each child shall be permissible for inclusion in the program of activities devised and implemented by the center. As used in this rule, "program" does not include instruction in religious or moral doctrines, beliefs, or values that is conducted at child day-care centers owned and operated by churches and does include methods of disciplining children at child day-care centers.

5101:2-12-41 Equipment.

A. The center shall make available to the children play materials and equipment for the purpose of providing both quiet and active play suitable to the age levels and abilities of the children attending the center.

   1. Equipment, materials, and furnishings provided for both indoor and outdoor play shall be sufficiently varied and adequate to meet the developmental needs of the children and for the total number of children for which the center is authorized to serve. Each center shall have enough play materials and equipment so that, at any one time in the daily program, each child the center is authorized to serve can be involved in play with appropriate equipment or materials.
   2. The center's equipment and materials shall be available for review by the director.

B. Adequate equipment and materials shall be available and representative of the following categories for each age group specified.

1. Preschool children and toddlers
    - a. Art supplies:
    - b. Blocks and transportation toys;
    - c. Language arts materials;
    - d. Dramatic play materials;
    - e. Gross motor equipment;
    - f. Manipulative materials and equipment;
    - g. Musical equipment;
    - h. Science-nature materials; and
    - i. Sensory motor equipment.
2. School children
    - a. Art supplies:
    - b. Manipulative materials and equipment;
    - c. Sports and gross motor equipment;
    - d. Science-nature materials;
    - e. Language arts materials;
    - f. Dramatic play materials;
    - g. Musical equipment; and
    - h. Blocks and transportation toys.
3. Infants
    - a. Dramatic play materials;
    - b. Language arts and auditory equipment;
    - c. Sensory perceptual motor materials;
    - d. Manipulative materials and equipment; and
    - e. Gross motor activities.

5101-12-42 Cots.

A. Except as prescribed in paragraph C. of this rule, each child day-care center shall provide at least one individual firm and sanitary cot for the care of an ill child as prescribed in rule 5101:2-12-50 of the Administrative Code, and individual firm and sanitary cots shall be provided for each school child who participates in a nap-time program and for each preschool child and toddler who attends the center for more than five hours on a given day or who participants in a nap-time program.

1. A **"cot"** shall be defined as a narrow bed made of washable material. The bottom of the cot's sleeping surface shall stand at least three inches and not more than eighteen inches off the floor. The cot shall be firm enough to support the child well, but shall be resilient under pressure. The cot's material shall be easily disinfectable. Each cot shall be at least thirty-six inches in length and at least as long as the child assigned to the cot is tall.

2. Cots shall be assigned individually to each child by a system devised by the center. Cots shall be disinfected with an appropriate germicidal agent before reassignment for use by another child.

3. Cots shall be regularly and thoroughly cleaned with soap and water at least two times each year. Additionally, cots which become soiled during daily use by, but not limited to, blood, vomitus, toileting accidents, and spills, shall immediately be cleaned thoroughly with soap and water and then disinfected with an appropriate germicidal agent.

4. When in use, individual cots shall be positioned so as not to block required fire evacuation routes, so that each child has a free and direct means of egress, and so that child-care staff members have a clear pathway to each cot.

5. A **"nap-time program"** shall be defined as any period of time in the daily schedule when children are expected to rest and sleep.

B. No child shall be permitted to sleep on the floor.

C. If the use of a cot is considered hazardous to an individual child, the center may provide an alternative plan in writing for the nap-time program for the child. This plan shall be acceptable to the child's parent or guardian and to the director. The center shall have on file a statement from the parents which verifies acceptance of the alternative plan.

5101:2-12-43 Safe and Sanitary Furniture, Materials, and Equipment.

A. The center shall provide furniture, materials, and equipment which are safe.

1. Equipment, materials, and furniture shall be sturdy and safe, easy to clean and maintain, and free of sharp points or corners, splinters, protruding nails, loose or rusty parts, paint which contains lead or other poisonous materials, or other hazardous features as determined by the director.
2. Furniture, equipment and materials which are not usable due to breakage or hazards shall be removed immediately and either repaired or discontinued from use.
3. Toys or other materials small enough to be swallowed shall be kept out of the reach of infants and toddlers.
4. Cleaning equipment shall be stored in a space that is inaccessible to children. Cleaning agents, aerosol cans, or other chemical substances shall be stored in their original containers and/or clearly labeled, and stored in a space that is designated for the storage of such items and that is inaccesible to children.
5. Stationary outdoor equipment such as, but not limited to, climbing gyms, swings, or slides, shall be placed out of the path of the main traffic pattern in the yard and shall be securely anchored unless portable by design.
6. Outdoor play surfaces shall be maintained daily and shall be kept free of hazards and debris.
7. Lawn mowers, hedge clippers, and other similar machinery shall not be used in the outdoor play area when children are present.
8. Indoor or outdoor climbing apparatus which is placed over concrete, asphalt, blacktop, or any similarly hard surface shall not be used by children unless the hard surface below and around the climber has been covered by some protective material, such as, but not limited to, pea gravel, mulch, sand, wood chips, or mats.
9. Any pet or animal shall be permitted if it presents no apparent threat to the safety or health of the children. All pets shall be properly housed, cared for, and inoculated. Verification of inoculations shall be on file at the center for each pet requiring such inoculations.
10. Electrical outlets within the reach of children shall have appropriate protective coverings when not in use.
11. Space heaters shall not be used in any child day-care center, unless approved in writing by the building and/or fire official having jurisdiction in the area.

12. If electrical fans are used, they shall have protective coverings, shall not be easily tipped over, and shall be placed so that they are not hazardous to children.

13. Toilets and sinks shall be of suitable heights for use by the children or the center shall provide a sturdy portable platform on which the children may stand.

14. Wading pools shall be filtered, emptied, or drained daily. When not in use, such pools shall be stored or otherwise made in accessible to children.

B. The center shall provide furniture, materials, and equipment which are sanitary.

1. Toilet tissue, toweling or air dryers, and soap shall be provided in each restroom area and shall be available to all employees and children.

2. If potty chairs are used, they shall not be located in areas used for food preparation or serving, or in areas not normally used for diaper changing or toileting. Toilets shall be disinfected at least once daily or as needed using an appropriate germicidal agent. Potties shall be emptied, cleaned if soiled, disinfected, and rinsed with water after each use. Rinsing solution shall be disposed of into a toilet, not a sink. Cloths used for cleaning potties shall be used once, disposed of in a plastic-lined covered receptacle, or if reusable, stored in an appropriate germicidal solution and held for laundering for no longer than one day.

3. Washable equipment and furniture shall be cleaned with soap and water at least two times each year. Additionally, any item soiled during daily use by, but not limited to, blood, vomitus, toileting accidents, and spills shall immediately be cleaned with soap and water and then disinfected with an appropriate germicidal agent. Toys and other items placed in children's mouths shall be cleaned thoroughly and disinfected with an appropriate germicidal solution and rinsed with water at least once each week and immediately if soiled with blood, feces, urine, or vomitus.

4. Blankets and/or sheets belonging to the center and used by the children shall be laundered at least every other week or more often if soiled. If a blanket and/or sheet is used by a different child, it shall be laundered between uses.

5. Blankets and/or sheets belonging to the children shall be sent home at least every other week to be laundered.

6. Accumulated trash and garbage shall be stored outside of the outdoor or indoor play area and shall not be accessible to the children.

7. The facility shall be cleaned daily and kept in a sanitary condition at all times.

8. Equipment, furnishings, and materials shall be constructed of materials to facilitate cleaning and shall be kept clean and in good repair.

5101:2-12-44 First-Aid Supplies.

A. First-aid supplies shall be readily available at all times the center is in operation.

1. Each center shall have at all times within the building in which the center is located, when children are present, at least one first-aid box which is a closed, but unlocked container accessible to child-care staff members at all times and kept out of the reach of children.

2. Each first-aid box shall contain, at a minimum:
    a. One roll of one-half inch nonallergenic adhesive tape.
    b. One roll of two-inch gauze roller bandage.
    c. Ten individually-wrapped sterile gauze squares in assorted sizes.
    d. Twenty-five adhesive (bandaid) compresses.
    e. Three clean cotton towels or sheeting, approximately twenty-four by thirty-six inches.
    f. One pair of scissors.
    g. Assorted sizes of safety pins.
    h. One flashlight.
    i. One thermometer.
    j. Two one-ounce bottles of syrup of ipecac, dated.
    k. One measuring tablespoon or dosing spoon (for administering syrup of ipecac).
    l. Tweezers.
    m. One-third of a cup of powdered milk for dental first aid (for mixing with water to make a liquid solution).
3. First-aid supplies shall be reviewed and replaced regularly by an employee of the center.
    a. Sterile supplies shall be removed and replaced when the package has been opened or damaged or upon the expiration date on the package. Syrup of ipecac shall be replaced upon expiration as dated on the bottle.
    b. Supplies shall be replaced as they are used or become damaged.

B. A complete first-aid box shall be available for use at all times including outings away from the center and at such times that children are being transported under the care and supervision of the center.

C. The first-aid box shall be available to the director for review, upon request.

5101:2-12-45 Admission Policies and Procedures.

A. The administrator shall interview each child and his parent or guardian prior to the child's admission to the program. While the administrator has ultimate responsibility for interviewing the child and his parent or guardian, the administrator may assign the responsibility for the interview to another staff member.

B. The administrator shall supply the parent or guardian with written information concerning the program and activities of the center.

1. This information shall include, but is not limited to:
    a. A statement which includes the following information:
        i. The center name, address, and telephone number;
        ii. The center is licensed to operate legally; and the number of children in each age category that the center is licensed to serve;
        iii. The state department of human services issues the center a license which is posted in a conspicuous place for review;
        iv. The law and rules governing child day care are available at the center for review upon request;
        v. The department of human services' toll-free number is available, as of July 1, 1987, which any person may use to report a suspected violation by the center of Chapter 5104 of the Revised Code or Chapter 5101:2-12 of the Administrative Code.

    - vi. That the administrator and each employee of the child day-care center are required under section 2151.421 of the Revised Code to report their suspicions of child abuse or child neglect.
    - vii. That any custodial parent, custodian, or guardian of a child enrolled in a child day-care center shall be permitted unlimited access to the center during its hours of operation for the purposes of contacting their children, evaluating the care provided by the center, or evaluating the premises. Upon entering the premises, the custodial parent, custodian, or guardian shall notify the administrator or his designee of his presence;
    - viii. That rosters of names and telephone numbers of parents, custodians, or guardians of children attending the center are available upon request. The rosters shall be prepared in accordance with rule 5101:2-12-54 of the Administrative Code. Parents shall be notified that the rosters shall not include the name or telephone number of any parent, custodian, or guardian who requests the administrator not include his name or telephone number;
    - ix. That the center's licensing record including, but not limited to, compliance report forms from the department and evaluation forms from the health, building, and fire departments that inspected the center, is available upon request from the department; and
    - x. That it is unlawful for the center to discriminate in the enrollment of children upon the basis of race, color, religion, sex, or national origin.
  - b. A statement of purposes and goals of the center.
  - c. A description of the center's program including, at a minimum:
    - i. Day and hours the center is in operation;
    - ii. The maximum number of children per child-care staff member and small group sizes maintained for each age group;
    - iii. A sample of the daily program schedule for the group of children in which the child will receive care.
  - d. A description of the center's policies concerning:
    - i. Discipline and safety, including information required to be given to the parent or guardian by rules 5101:2-12-46 and 5101:2-12-56 of the Administrative Code.
    - ii. The serving of meals and snacks, including any information required to be given to the parent or guardian by rules 5101:2-12-60 to 5101:2-12-64 of the Administrative Code.
    - iii. Emergencies, accidents, management of communicable illnesses, and administration of medications including any information required to be given to the parent or guardian by rules 5101:2-12-49 and 5101:2-12-50 of the Administrative Code.
    - iv. Fees, registration, rebates, overtime charges, and permanent withdrawals.
    - v. The release of a child from the center to any other person other than the custodian parent or guardian.
    - vi. The transportation of children including, but not limited to, transportation of a child to the source of emergency medical care or emergency dental care and transportation for routine trips, field trips, or special outings.
    - vii. The center's plan for parental participation, in accordance with rule 5101:2-12-55 of the Administrative Code.

2. A copy of all written information required to be given to the parent or guardian during the preadmission interview shall be available for review by the director upon request.

C. The parent board of a parent cooperative child day-care center, in cooperation with the administrator, may assume the responsibility of arranging, facilitating, and conducting the preadmission interview, including ensuring that the provisions of paragraph B. of this rule are met.

D. The parent or guardian shall be permitted access to all parts of the center at the time of the preadmission interview.

5101:2-12-46 Safety of Children.

A. A child-care staff member in charge of a child or a group of children shall be responsible for their safety.

B. The center shall have a written safety policy describing the safety guidelines to be followed at the center. This written policy shall be on file at the center for review by the director.

C. The center's safety policies shall include, at a minimum, the following regulations:

1. No child shall ever be left alone or unsupervised.
2. A policy governing arrival and departure of children to assure that a child-care staff member is aware of each child's presence at the center.
3. Immediate access at all times to a working telephone within the building used for child care.
4. A monthly fire drill, at varying times each month. A record of the fire drills shall be maintained at the center and shall be available for review by the director, upon request.
5. A fire emergency and weather alert plan posted in each classroom which explains action to be taken and staff responsibilities in case of fire emergency and weather alerts. The plan shall include a diagram showing evacuation routes.
6. A plan for safety whenever children are transported by vehicle away from the center on field trips, special outings, or routine trips.
7. A person trained in first aid who meets the requirements of rule 5101:2-12-31 of the Administrative Code shall be available on each field trip or special outing.
8. A plan for water safety, including swimming and other water activities, in accordance with rule 5101:2-12-47 of the Administrative Code.
9. When an accident or injury occurs or when any other incident necessitates administration of syrup of ipecac in accordance with rule 5101:2-12-51 of the Administrative Code or the emergency transportation of a child in accordance with rule 5101:2-12-49 of the Administrative Code, the center shall complete a report in accordance with rule 5101:2-12-49 of the Administrative Code.
10. Use of spray aerosols shall be prohibited when children are in attendance at the child day-care center.
11. A child-care staff member shall immediately notify the local public children services agency when the child-care staff member suspects that a child has been abused or neglected.

D. All child-care staff members shall receive a copy of the center's safety policy for review before or upon employment if employed after September 1, 1986, or by January 1, 1987, if employed prior to September 1, 1986.

E. The parent or guardian of a child enrolled in a center shall receive the center's written safety policy.

5101:2-12-47 Swimming and Water Safety.

A. The child day-care center shall have written permission from the parent or guardian of a child before the child shall be permitted to swim or otherwise participate in water play activites in bodies of water two or more feet in depth. The written permission shall be signed and dated, and shall include the following:

1. The child's name.
2. A statement indicating whether the child is a swimmer or a nonswimmer.
3. That the parent or guardian grants permission for the child to participate in water activities.

B. Swimming pools, wading pools, and other bodies of water two or more feet in depth shall be fenced or otherwise made inaccessible to the children when adult supervision is not available.

C. Child-care staff members shall always accompany and supervise children at swimming sites including, but not limited to, public or private swimming pools, lakes, or rivers. Swimming sites removed from the center shall be approved and supervised by local authorities. Activities in bodies of water two or more feet in depth shall be supervised by persons who are currently certified as lifeguards or water safety instructors by the "American Red Cross" or an equivalent water safety program.

D. The center shall provide enough child-care staff members to meet the requirements of rules 5101:2-12-33 and 5101:2-12-34 of the Administrative Code at all times during swimming and water play activities.

5101:2-12-48 Transportation and Field Trip Safety.

A. For the purposes of this rule, **"adult"** is defined as an individual who is at least eighteen years of age.

B. **"Routine trips"** mean frequent or regularly scheduled excursions from the center. Routine trips include, but are not limited to, taking a child to school, picking up a child from school, taking a child to or from home, to or from the center, or taking a child on walking trips in the vicinity of the center that are part of the center's normal curriculum.

C. **"Field trips"** which includes **"special outings,"** mean infrequent or irregularly scheduled excursions from the center.

D. The maximum number of children per child-care staff member requirements of rule 5101:2-12-34 of the Administrative Code shall be met at all times at the field trip and routine trip destination.

E. At no time are children to be left unattended in a vehicle.

F. For routine trips, the child day-care center shall have written and signed permission from the parent or guardian before transporting or walking a child to or from the center.

1. Written permission from the parent or guardian for routine trips shall include:
    a. The child's name;
    b. The destination(s);
    c. The signature of the parent or guardian; and
    d. The date the permission was signed.
2. Written permission shall be considered valid for all routine trips until withdrawn in writing by the parent or guardian.
3. The following shall be available on routine trips:
    a. The first-aid box;
    b. The emergency transportation authorization for each child on the routine trip; and
    c. The health record of any child who has allergies, handicapping conditions, or health conditions which require special procedures or precautions during the course of the routine trip.
4. A person trained in first aid in accordance with rule 5101:2-12-31 of the Administrative Code shall be present in the vehicle for routine trips.
5. Whenever children are transported by vehicle for routine trips, there must be at least one employee who is at least eighteen years old in each vehicle.
    a. Whenever seven or more infants, toddlers, or preschoolers are transported in one vehicle, a second adult must be in the vehicle.
    b. Whenever nineteen or more school-age children are transported in one vehicle, a second adult must be in the vehicle.
    c. The second adult in the vehicle may be a parent or volunteer.
6. Whenever children walk to the routine trip destination, paragraphs F. 3. and F. 4. of this rule do not apply.
    a. Whenever seven or more children are present on the walk, a second adult must be present on the walking trip.
    b. The maximum number of children per child-care staff member requirements of rule 5101:2-12-34 of the Administrative Code shall be met at all times on the walking trip.

G. For field trips, the child day-care center shall have written and signed permission from the parent or guardian before transporting or escorting a child to or from the center.

1. Written permission from the parent or guardian for each field trip shall include:
    a. The child's name;
    b. The destination;
    c. The signature of the parent or guardian;
    d. The date the permission was signed; and
    e. The date of the field trip.
2. The following shall be available on all field trips, including walking field trips:
    a. The first-aid box;
    b. The emergency transportation authorization for each child on the field trip; and
    c. The health record of any child who has allergies, handicapping conditions, or health conditions which require special procedures or precautions during the course of the field trip.
3. Each child on the field trip shall have identification attached to himself containing the center's name and address and a telephone number to contact in the event the child becomes lost.

4. A person trained in first-aid in accordance with rule 5101:2-12-31 of the Administrative Code shall be present at the destination of each field trip.
5. Whenever children are transported by vehicle on field trips, there must be at least one adult in each vehicle.
    a. Whenever seven or more children are transported in one vehicle, a second adult must be in the vehicle.
    b. The adult in the vehicle may be a parent or volunteer.
6. Whenever children walk to the field trip destination, the following shall apply:
    a. Whenever seven or more children are present on the walk, a second adult must be present on the walking field trip; and
    b. The maximum number of children per child-care staff member requirements of rule 5101:2-12-34 of the Administrative Code shall be met at all times on the walking field trip.

5101:2-12-49 Medical and Dental Emergency Plan.

A. The center shall have a written plan for medical or dental emergencies. The emergency plan shall require immediate notification of the parent or guardian in the event of any accident, injury, or illness and shall inlcude plans for transportation of the child to the source of medical or dental care treatment, if necessary.

B. Each center shall have on the premises and readily available at all times to be used to transport a child during emergency transportation at least one child restraint system. Child restraint system requirements may be waived when the director has approved the center's alternative arrangement for emergency transportation. An approvable alternative arrangement shall be, but is not limited to, a written agreement between the center and an ambulance service.

C. The medical and dental emergency plan shall be posted by each telephone used by the center and in each classroom used by the children at the center. The emergency plan shall state, at a minimum, the following information:

1. The location of the first-aid kit.
2. The current emergency telephone numbers for the emergency squad, the fire department, the hospital, the poison control center, the children's protective agency, and the police department.
3. The names of staff trained to administer first aid.
4. The location of children's medical records.
5. The location of children's records required by rule 5101:2-12-59 of the Administrative Code.
6. General instructions to staff in case of emergency, including the supervision of children during the emergency.
7. General instructions to staff in case of illness of children.
8. The location of the Ohio Department of Health dental first-aid chart.
9. Instructions to staff in case of a dental emergency as indicated on the dental first-aid chart.
10. The location of the child restraint system to be used during emergency transportation, unless waived under paragraph B. of this rule.

D. The center shall obtain a written emergency transportation authorization from the parent or guardian on or before the first day of attendance for each child. The emergency transportation authorization form shall include the child's name, address, home telephone number; parent or guardian's home and work addresses and home and work telephone numbers, or where the parent or guardian can be contacted each day the child is in care at the center; the names, addresses, and telephone numbers of the child's dentist, dental office, or clinic and the child's physician or clinic; the names, addresses, telephone numbers, and relationships to each child of at least two persons who could be contacted by the center in the event of an emergency if the parent cannot be contacted. The emergency transportation authorization shall include two parts. The parent or guardian shall sign and date either part I or part II. The two parts shall be completed as follows:

1. Part I shall be signed and dated by the parent or guardian to grant consent to transport the child to a designated source or sources of emergency medical or dental care.
2. Part II shall be signed and dated by the parent or guardian to refuse to grant consent to transport the child to a source of emergency treatment and shall include specific instructions to the center authorities in the event of illness or injury requiring emergency treatment.

E. Emergency transportation authorization forms completed for each child enrolled shall be on file at the center and available to the director, upon request.

F. Each center shall set its own policy regarding the admittance to the center children whose parents refuse to grant consent for transportation to the source of emergency treatment.

G. If a child is in need of emergency assistance at a source away from the center and the center has obtained consent from the parent or guardian to transport the child, the child's records as required by rule 5101:2-12-59 of the Administrative Code shall be transported with the child to the source of emergency assistance.

H. When an administrator or a child-care staff member accompanies a child to a source of emergency care, the administrator or child-care staff member shall remain with the child until the child's parent or guardian assumes responsibility for the child's care.

I. When an accident or injury occurs or any other incident necessitates administration of syrup of ipecac as prescribed in rule 5101:2-12-51 of the Administrative Code or the emergency transportation of a child as prescribed in this rule, the center shall prepare a report on a form provided by the director or in such form that provides, at a minimum, the following information: the name and address of the center; the name and birthdate of the child; the date and time the incident occurred; the name(s) of the child-care staff member(s) responsible for the child at the time of the incident; a summary of circumstances surrounding the incident; the name of any witness to the incident; actions taken by the center; and the signature of the person who completed the form. The report shall be given to the parent or guardian on the day of the incident. Copies of the reports shall be retained on file at the center for at least one year and shall be available for review by the director, upon request.

5101:2-12-50 Management of Communicable Disease.

A. A person trained to recognize the common signs of communicable disease or other illness shall observe each child daily as he enters a group. A **"person trained to recognize the common signs of communicable disease"** means any person trained in prevention, recognition, and management of communicable diseases as required by rule 5101:2-12-31 of the Administrative Code.

B. The following precautions shall be taken for children suspected of having a communicable disease.

1. The center shall immediately notify the parent or guardian of the child's condition when a child has been observed with signs or symptoms of illness.
2. A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his parent or guardian:
    a. Diarrhea (more than one abnormally loose stool within a twenty-four-hour period).
    b. Severe coughing, causing the child to become red or blue in the face or to make a whooping sound.
    c. Difficult or rapid breathing.
    d. Yellowish skin or eyes.
    e. Conjunctivitis.
    f. Temperature of one hundred degrees Fahrenheit taken by the axillary method when in combination with any other sign of illness.
    g. Untreated infected skin patch(es).
    h. Unusually dark urine and/or grey or white stool.
    i. Stiff neck.
3. A child with any of the following signs or symptoms of illness shall be immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the administrator and the parent or guardian. The child, while isolated at the center, shall be carefully watched for symptoms listed in paragraph B.2. of this rule:
    a. Unusual spots or rashes.
    b. Sore throat or difficulty in swallowing.
    c. Elevated temperature.
    d. Vomiting.
    e. Evidence of lice, scabies, or other parasitic infestation.
4. Centers shall follow the Ohio Department of Health "Child Day Care Communicable Disease Chart" for appropriate management of suspected illnesses.
5. A child isolated due to suspected communicable disease shall be:
    a. Cared for in a room or portion of a room not being used for other types of child care.
    b. Within sight and hearing of an adult at all times. No child shall ever be left alone or unsupervised.
    c. Made comfortable and provided with a cot. All linens and blankets used by the ill child shall be laundered before being used by another child. After use, the cot shall be disinfected with an appropriate germicidal agent, or, if soiled with blood, feces, vomitus, or other body fluids, the cot shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent.
    d. Observed carefully for worsening condition.
    e. Discharged to parent, guardian, or person designated by the parent or guardian as soon as practicable in accordance with paragraph B. of this rule.

C. Each center shall have a written policy concerning the management of communicable disease. This policy shall be available to all parents of children in the center as required by rule 5101:2-12-45 of the Administrative Code and to the director, or to a representative of the Ohio Department of Health, upon request. The policy shall include, at a minimum:

1. The center's means of training all staff in signs and symptoms of illness and in handwashing and disinfection procedures.
2. The center's policy regarding the management of communicable disease among the center's employees.
3. The list of symptoms for which a child shall be discharged from the center.
4. Procedures for isolating and discharging an ill child and policy for readmitting a child.
5. Location of Ohio Department of Health "Child Day Care Center Communicable Disease Chart" which shall be posted in each center.
6. Procedure for immediate notification of the parent or guardian when a child is exhibiting signs or symptoms of illness or has been exposed to a communicable disease.
7. The center's policy for administration of medications to any child at the center.
8. The center's policy regarding the care of a mildly ill child. A **"mildly ill child"** is defined as one of the following:
    a. A child who is experiencing minor common cold symptoms, but who is not exhibiting any of the symptoms specified in paragraph B. of this rule, or
    b. A child who does not feel well enough to participate in activities, but who is not exhibiting any of the symptoms specified in paragraph B. of this rule.

D. If a center cares for mildly ill children, parents shall be notified that it is the policy of the center to care for mildly ill children and that if symptoms as listed in paragraph B. of this rule occur, the ill child will be isolated from other children or isolated and discharged from the center. A mildly ill child may be cared for within the child's group. The child shall be observed carefully for signs and symptoms of worsening condition.

5101:2-12-51 Administration of Medications, Food Supplements, Modified Diets, or Fluoride Supplements.

A. The child day-care center shall set its own policy regarding whether the center administers medications, food supplements, modified diets, or fluoride supplements.

1. **"Medication"** is defined as any substance or preparation containing active chemical ingredients for the purpose of prevention or treatment of a wound, injury, infection, infirmity, or disease.
2. **"Modified diet"** is defined as any diet eliminating the use of any one or more of the four food groups or altering the amount of food required to be served to meet one-third of the recommended daily dietary allowance as required by rule 5101:2-12-61 of the Administrative Code.
3. **"Food supplement"** means a vitamin, mineral, or combination of one or more vitamins, minerals, and/or energy-producing nutrients (carbohydrate, protein, or fat) used in addition to meals or snacks.
4. **"Fluoride supplement"** is defined as any fluoride preparation prescribed to be taken internally for the purpose of preventing dental cavities.

B. When a medication, food supplement, modified diet, or fluoride supplement is administered in the center, it shall be administered in accordance with the requirements of paragraph C. of this rule.

C. Except as prescribed in paragraphs E. to G. of this rule; prior to the administration of a medication, food supplement, modified diet, or fluoride supplement, the center shall:

1. Secure the written instructions of a licensed physician or licensed dentist for the administration of the medication, food supplement, modified diet, or fluoride supplement; and
2. Secure the written, signed, and dated instructions of the parent or guardian on the form provided by the director for the administration of the medication, food supplement, modified diet, or fluoride supplement.

D. The center shall secure written instructions signed by the licensed physician or licensed dentist in one of the following ways:

1. Written instructions signed by the licensed physician or licensed dentist on the form provided by the director for each medication, food supplement, modified diet, or fluoride supplement to be administered.
    a. A medication or food supplement shall not be administered for any period of time beyond the date indicated by the physician or dentist, or six months, whichever comes first. A modified diet or fluoride supplement shall not be administered for any period of time beyond the date indicated by the physician or dentist.
    b. Written instruction forms shall be signed by the physician or dentist and refiled with the center for administration of each medication or food supplement which continues to be administered longer than six consecutive months, or for each modified diet or fluoride supplement which continues to be administered beyond the date indicated by the physician or dentist on the form provided by the director.
2. A prescription label which contains for each medication or food supplement, at a minimum, the child's name, a current date (within the last six months), an exact dosage to be given, the specific number of dosages to be given daily, and the route of administration.
    a. The prescription label shall be attached to the original container for each medication or food supplement.
    b. Prescription labels which do not contain a specified number of dosages to be given per day but instead contain the instructions "to be given as needed" shall be accompanied by written instructions from the parent or guardian if it is to be administered by the center.
3. Prescription label for the fluoride supplement which contains the names of all children to whom the fluoride supplement will be administered. A current date, an exact dosage to be given which is the same for all children, the specific number of dosages to be given daily and the method of administration.

E. In cases of extreme emergency, center personnel may administer syrup of ipecac to a child without written instruction from a physician if following verbal instructions of the poison control center or a licensed physician.

F. Nonprescription fever-reducing medications that do not contain aspirin, or nonprescription cough or cold medications that do not contain codeine may be administered by the center without written instructions from a licensed physician if administered in accordance with the following:

1. There shall be written instruction from the parent or guardian on the form provided by the director. The form shall include the name of the medication, name of the child, birthdate of the child, date, and the parent's or guardian's instructions and signature;
2. The medication shall be in its original container with its original label attached.
3. The label shall specify appropriate dosages based on the child's age or weight.
4. The written instructions of the parent or guardian notwithstanding, dosages administered by the center shall not exceed the manufacturer's recommended dosages.
5. The medication is to be administered by the center for no longer than three days at any one time.

G. Nonprescription topical ointments, creams, or lotions may be administered by the center without written instructions from a licensed physician if administered in accordance with the following:

1. There shall be written instructions from the parent or guardian on the form provided by the director. The form shall include the name of the ointment, cream, or lotion, name of the child, birthdate of the child, date, and the parent's or guardian's instructions and signature;
2. Written instructions shall be valid for no longer than three months;
3. Authorization for administration of the ointment, cream, or lotion may be cancelled by written request of the parent at any time;
4. When used for skin irritations or manifestations of skin irritations, the ointment, cream, or lotion shall be administered by the center for no longer than fourteen consecutive days at any one time.

H. Medications, fluoride supplements, and food supplements shall be kept in a safe location where children cannot reach it. A medication requiring refrigeration shall be refrigerated immediately upon arrival at the center and shall be stored so as not to contaminate foodstuffs.

I. The child-care staff member responsible for administering medication, food supplements, or fluoride supplements shall verify administering the medication, food supplement, or fluoride supplement by completing the form provided by the director each time a medication, food supplement, or fluoride supplement is administered.

J. Written instructions of the physician or dentist, written instructions of the parent or guardian, and the form completed by the child-care staff member shall be kept on file at the center for a period of one year following administration of a medication, food supplement, modified diet, or fluoride supplement, and shall be available for review by the director, upon request.

5101:2-12-52 Care of Children With Handicapping Conditions or Health Conditions.

A. Any child day-care center providing for the special needs of a child who is handicapped or who requires treatment for health conditions while the child is receiving child day care in the center shall do so in accordance with a written medical/physical care plan for the care of the child.

1. **"A child who is handicapped"** is a child who has been identified as not functioning according to age-appropriate expectations in the areas of affective, cognitive, communicative, perceptual-motor, physical, or social development to such an extent that the child may require special help, program adjustments, and/or related services, on a regular basis, in order to function in an adaptive manner, or a child who is receiving child day-care services pursuant to section 5107.27 of the Revised Code.

2. The written plan for the care of the child:

   a. May be written by and shall be approved by the parent and a child-care staff member primarily responsible for the care of the child, and shall be signed and dated by the parent, the child-care staff member, and the administrator of the center.
   b. Shall include written instructions for any procedure necessary for the health of the child such as, but not limited to, suctioning for tracheostomies, catheterizations, caring for children who are subject to seizures, securing urine samples for tests for diabetes, or putting on orthotic or prosthetic devices.
   c. Shall list any additional services, such as, but not limited to, educational or therapeutic services which the child is receiving from other service providers and the providers of the services.
   d. May contain written permission from the parent for the center to contact providers of additional services.
   e. Shall be modified and revised as often as is deemed necessary to meet changing needs and shall be reviewed and approved by the parent and a child-care staff member after each revision, and at least once annually in accordance with paragraph A.2.a. of this rule. Their review may be completed in conjunction with the periodic conferences held pursuant to rule 5101:2-12-55 of the Administrative Code.
   f. Shall be on file at the center for review by the director, upon request.

B. Only persons trained by the parent or by a licensed or certified medical professional to attend to health conditions requiring special procedures such as, but not limited to, suctioning for tracheostomies, catheterizations, securing urine samples, putting on orthotic or prosthetic devices, or caring for children who are subject to seizures, shall be permitted to perform such procedures. There shall be a trained person on site at all times whenever a child who is handicapped or who requires treatment for health conditions is present.

C. There shall be on file at the center a statement which identifies the child, the nature of the required special procedure, and the person or persons who will be attending the child and performing the special procedure. The statement:

1. Shall be signed and dated by the parent and shall serve to confer parental permission for the named person or persons to perform the singular special procedures described therein;

2. Shall be signed and dated by the parent or by the licensed or certified professional who trained the named person or persons to attend to health conditions requiring special procedures;

3. Shall be signed and dated by the person or persons named therein and shall serve to confirm that the person or persons accept(s) responsibility for performing the required special procedure, as needed;

4. Shall be signed and dated by the administrator of the center.

D. A child who is handicapped or who requires treatment for health conditions while receiving child day care in the center may receive care in a group with children of the child's developmental age.

5101:2-12-53 Parental Access.

The custodial parent, custodian, or guardian of a child enrolled in a child day-care center shall be permitted unlimited access to the center during its hours of operation for the purposes of contacting the child, evaluating the care provided by the center, evaluating the premises of the center, or for other purposes approved by the director. Upon entering the premises, the custodial parent, custodian, or guardian shall notify the administrator or his designee of his presence.

5101:2-12-54 Parent Roster.

A. The administrator of the center shall prepare for each group of children at the center a roster of the names and telephone numbers of parents, custodians, or guardians of children in that group.

   1. The roster(s) shall be prepared at least annually and shall be designated with the date of preparation.

   2. The administrator shall give the roster of a group to the parents, custodians, or guardians of the children in that group, upon request.

B. In addition to the roster(s) required in paragraph A. of this rule, the administrator may prepare a comprehensive roster of names and telephone numbers of parents, custodians, or guardians of all children attending the center.

   1. The roster shall be designated with the date of preparation.

   2. The administrator shall give the roster upon request to the parents, custodians, or guardians of children attending the center.

C. In accordance with rule 5101:2-12-45 of the Administrative Code, parents, custodians, or guardians shall be notified that the administrator shall not include in any roster the name or telephone number of any parent, custodian, or guardian who requests that his name or telephone number not be included. The center shall secure from each parent, custodian, or guardian a signed statement indicating whether or not the parent, custodian, or guardian wants his name included in rosters prepared in accordance with paragraph A. or B. of this rule.

D. The administrator shall not furnish any roster prepared in accordance with this rule to any person other than a parent, custodian, or guardian of a child who attends the center.

E. The roster(s) and the statements required in this rule shall be available at the center for review by the director, upon request.

5101:2-12-55 Parental Participation.

The center shall have on file and provide to each parent a written plan that will encourage parental participation and keep parents informed about the program and its services. The plan shall include but not be limited to:

A. A standard procedure for parents who need assistance with problems or complaints related to the child day-care program.

B. Activities that provide parents, individually or as a group, opportunities to participate in the center's program.

C. Opportunities for child-care staff members to meet with parents on a regular basis to discuss their children's needs and progress, and exchange information about the program.

D. The center shall document that it has scheduled periodic conferences for each parent or guardian with an appropriate child-care staff member in order that the parent or guardian and child-care staff member may discuss the child's behavior, progress, social and physical needs, or any other pertinent matter. The child's record shall show that conferences have occurred between parents or guardians and center staff at least once each year for children five years of age or younger. Telephone conferences shall occur only when an in-person parent conference is not practical. All conferences, whether done in person or by telephone, must be documented in writing and the documentation kept on file at the center. The center shall provide conferences to parents or guardians of children six years of age or older, upon the parent's or guardian's request, and shall notify them in writing that conferences are available at their request. Documentation of this notice shall be on file at the center.

5101:2-12-56 Discipline of Children.

A. A child-care staff member in charge of a child or a group of children shall be responsible for their discipline.

B. The center shall have a written discipline policy describing the center's philosophy of discipline and the specific methods of discipline used at the center. This written policy shall be on file at the center for review by the director.

C. The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

1. There shall be no cruel, harsh, or unusual punishments such as, but not limited to, punching, pinching, shaking, or biting.
2. No discipline technique shall be delegated to any other child.
3. No physical restraints shall be used to confine a child.
4. No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.
5. No child shall be humiliated or subjected to profane language, threats, derogatory remarks about himself or his family, or other verbal abuse.
6. Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
7. Techniques of discipline shall not humiliate, shame, or frighten a child.
8. Discipline shall not include withholding food, rest, or toilet use.

D. The parent or guardian of a child enrolled in a center shall receive the center's written discipline policy.

E. All child-care staff members shall receive a copy of the center's discipline policy for review before or upon employment if employed after September 1, 1986, or by January 1, 1987 if employed prior to September 1, 1986.

F. If the center's written discipline policy permits spanking, the center shall receive signed permission from the parent or guardian of the child in order to administer spankings, and shall on the same day of administering a spanking notify the child's parent or guardian in writing that a spanking has been administered.

5101:2-12-57 Unlawful Discriminatory Practices.

It shall be unlawful for an administrator, licensee, or child-care staff member to discriminate in the enrollment of children in the child day-care center upon the basis of race, color, religion, sex, or national origin.

5201:2-12-58 Child's Medical Statement.

A. Each child attending the center shall be examined by a licensed physician prior to the date of admission or within thirty days after the date of admission, and each child who is less than six years old shall be examined by a licensed physician prior to the date of admission or within thirty days after the date of admission and annually thereafter from the date of the examination. A "licensed physician" means a person licensed to practice medicine by the state medical board or by a comparable body in another state.

1. The examining physician shall affirm that the child has had the immunizations required by section 3313.671 of the Revised Code for admission to school, or has had the immunizations required by the state department of health for infants and toddlers. In addition, the examining physician shall affirm one of the following:
    a. That based upon the medical history and physical condition at the time of the physical examination, the child is free from apparent communicable disease and is in suitable condition for enrollment in a child day-care center; or
    b. That based upon an "early and periodic screening, diagnosis, and treatment" (EPSDT) examination, the child is in suitable condition for enrollment in a child day-care center; or
    c. That based upon an examination that meets the requirements of the United States Department of Health and Human Services for participation in that department's head start program, the child is in suitable condition for enrollment in a child day-care center.
2. The **"date of admission"** shall mean the first day the child is enrolled in and attends the center.
3. **"Prior to the date of admission"** means:
    a. For children younger than three years old at the time of admission, the examination shall occur within six months prior to the date of admission;
    b. For children three years old or older at the time of admission, the examination shall occur within twelve months prior to the date of admission.

B. For each child attending the center there shall be on file at the center by no later than thirty days after the date of admission, and annually thereafter as required by this rule, written verification of a licensed physician's examination of the child. The verification:

1. Shall bear the child's name and birthdate, the date of the examination and the signature, business address, and telephone number of the licensed physician who completed the examination; and
2. Shall be provided on a form provided by the director or on a form which verifies compliance with the requirements of paragraph A. 1. of this rule.

C. Immunization requirements may be waived by the administrator for religious reasons upon submission of the parent's or guardian's written request for exemption, or for medical reasons upon submission of a request for exemption in the form of a statement signed by a licensed physician. The parent's or guardian's request and admnistrator's waiver shall be on file at the center for review by the director or his representative, upon request. This waiver request shall be updated annually by the parent or guardian and the administrator.

5101:2-12-59 Children's Records.

A. The administrator of each child day-care center shall maintain enrollment, health, and attendance records for all children attending the center and health and employment records for all center employees. The records shall be confidential, except as otherwise provided in rule 5101:2-12-08 of the Administrative Code, and except that they shall be disclosed by the administrator to the director upon request for the purpose of administering and enforcing Chapter 5104 of the Revised Code and Chapter 5101:2-12 of the Administrative Code. Neither the center nor the licensee, administrator, or employees of the center shall be civilly or criminally liable in damages or otherwise for records disclosed to the director by the administrator pursuant to this rule. It shall be a defense to any civil or criminal charge based upon records disclosed by the administrator to the director that the records were disclosed pursuant to this rule.

B. Records of the children attending the center shall include the name, address, and birthdate of each child; the date of admission of each child; the names, home addresses, work addresses, home telephone numbers, work telephone numbers, and emergency contacts of each parent or guardian; and the health record and daily attendance record for each child.

1. The child's daily attendance record shall conform to requirements of paragraph B. of rule 5101:2-12-35 of the Administrative Code.
2. A written health record shall be secured from the parent on or before the first day of attendance except as otherwise required by paragraph B. of rule 5101:2-12-58 of the Administrative Code.
    a. The health record shall be kept on file at the center and shall include, but is not limited to:
        i. A statement signed by a licensed physician, as required by rule 5101:2-12-58 of the Administrative Code.
        ii. Written, signed, and dated instructions from a licensed physician or licensed dentist to administer medications, food supplements, modified diets, or fluoride supplements as specified by the requirements of rule 5101:2-12-51 of the Administrative Code.
        iii. A detailed immunization record which includes all immunizations the child has had and the dates of these immunizations.
        iv. A list of all allergies and any special precautions or treatment indicated for these allergies.
        v. A list of any medications, food supplements, modified diets, or fluoride supplements currently being administered to the child.
        vi. A list of any chronic physical problems and any history of hospitalization.
        vii. A list of any diseases the child has had.
        viii. The name, address, and telephone number of the child's physician or clinic.
        ix. An emergency transportation authorization as required by rule 5101:2-12-49 of the Administrative Code.
    b. Any written health information provided to the center by the parents after the child's enrollment shall be attached to the child's written health record.

C. The center shall secure and have on file for review by the director all children's records no later than the first day of attendance unless otherwise required. All records shall be immediately accessible at all times to the administrator or designee, as required by rule 5101:2-12-24 of the Administrative Code.

D. The children's records shall be confidential and need to be disclosed only to the director of human services for the purpose of administration and enforcement of Chapter 5104 of the Revised Code.

E. The immunization records of the center shall be subject to review by a health department representative for disease outbreak control and for immunization level assessment purposes. The immunization record for each child shall be maintained in a format that requires recording the specific month, day, and year of each dose of each vaccine that has been received.

F. Information required by this rule shall be reviewed and updated by the parent or guardian as needed and at least annually.

5101:2-12-60 Children To Be Served A Meal.

A. A meal which meets the requirements of rule 5101:2-12-61 of the Administrative Code shall be served to any toddler, preschool child, or school child who is in attendance entirely through the hours of eleven a.m. and one-thirty p.m., inclusively.

B. Each child day-care center shall set its own policy regarding whether the center serves a meal or meals in addition to the meal required by paragraph A. of this rule.

5101:2-12-61 Nutritional Requirement of Meals.

A. Any child who is in attendance at the center entirely between the hours of eleven a.m. and one-thirty p.m., inclusively, shall be served a meal which constitutes one-third of the child's recommended daily dietary allowances. The meal shall include, at a minimum, one food from the meat/meat-equivalent group, the bread/bread-alternatives group, the milk group, and two foods from the fruit/vegetable group.

   1. One-third of the recommended daily dietary allowances shall be prepared and served as most recently specified by the "Food and Nutrition board, National Research Council, National Academy of Sciences, Washington, DC 20418." The food prepared shall be in quantities reflecting the developmental stage of the child and the most current recommendations published by the "United States Department of Agriculture, Washington, DC 20250."
   2. The sizes of individual food servings may be varied according to the developmental needs of the individual child being served, but additional amounts of food shall be prepared and offered in order to meet one-third the recommended daily dietary allowance for each child served.

B. When the center serves a child a breakfast meal, it is recommended that the meal include, at a minimum, one food from the milk group, the bread/bread-alternatives group, and the fruit/vegetable group, and reflect the developmental stage of the child.

C. When the center serves a child an evening meal, it is recommended that the meal constitute one-third of the child's recommended daily dietary allowances, including one food from the meat/meat-equivalent group, the bread/bread-alternatives group, the milk group, and two foods from the fruit/vegetable group, and reflect the developmental stage of the child.

D. A food source of vitamin C shall be served daily and a food source of vitamin A shall be served three times per week either with the meal required under paragraph A. of this rule or with a snack.

E. Fluid milk shall be vitamin D fortified. Low-fat, skim, or dry powdered skim milk shall be vitamin A and vitamin D fortified. Reconstituted dry powdered milk shall be used only for cooking and shall not be used as a beverage.

F. In order to verify compliance with this rule, the director may require the center to submit food preparation records. These records shall include:

1. Menus which reflect quantities of all foods which were served by the center in accordance with paragraph A. of this rule. The menus shall cover a period of time not to exceed two consecutive weeks.
2. A record of ingredients from the four basic food groups which were used to prepare mixed food recipes, such as, but not limited to, spaghetti, macaroni and cheese, soups, or stews which were served during the designated period of time.
3. The total number and the age group of children served daily during the designated period of time.

5101:2-12-62 Snacks.

A. The center shall serve each child in attendance for more than four hours per day a minimum of one nutritious snack during the longest between-meal period. A "nutritious snack" means a snack which provides nutritional value in addition to calories and contains at least one food from each of two of the four basic food groups. The four basic food groups are:

1. Meat/meat-equivalent group.
2. Bread/bread-alternatives group.
3. Milk group.
4. Fruit/vegetable group.

B. When a morning snack is served as a supplement to a breakfast meal, it is recommended that the snack include the food group not represented in the breakfast meal.

5101:2-12-63 Menus.

Current menus for the entire week shall be posted in a conspicuous place at the center and shall reflect all meals, including breakfast, lunch, dinner, or supper, and snacks to be served by the center; any substitute foods served shall be from the same basic food group and shall be recorded on the posted menu on the day the substitute food is served.

5101:2-12-64 Food Provided By Parents.

A. If the center's policy on food preparation and service permits, parents may provide food for the child's meals and snacks if the center meets the following requirements:

1. The center shall secure a valid food service license permitting the preparation and serving of food or an exemption from food service licensure as required by rule 5101:2-12-23 of the Administrative Code.
2. The center shall have supplemental foods from all four basic food groups on the premises. Supplemental food which is needed to fulfill one-third of the child's recommended daily dietary allowances shall be served to each child if food brought to the center by the child does not meet the requirements of rule 5101:2-12-61 or 5101:2-12-62 of the Administrative Code.
3. The center shall provide all parents written nutritional information concerning the quantities of food needed to be served to meet one-third of the child's recommended daily dietary allowance.
4. The center shall have a plan for storage of food which meets the requirements of Chapter 3732 of the Revised Code, and any relevant regulations adopted by the public health council.

B. There shall be on file at the center for review by the director a copy of all written information provided to parents concerning nutritional criteria for the noon meal or snacks.

5101:2-12-65 Infants Cared For On First Story of Building.

A. Infants and nonambulatory children eighteen months of age or older shall receive care only on the first story as formerly defined in the "Ohio Building Code Chapter BB-57," unless approval of other arrangements is secured from the official responsible for inspection under rule 5101:2-12-22 of the Administrative Code.

B. Approval for use on a story other than the first story shall be annually approved by the official responsible for inspection under rule 5101:2-12-22 of the Administrative Code. If other than the first story, the annual fire approval form prescribed by the department shall indicate the story approved for care of infants and nonambulatory children eighteen months of age or older.

C. **"Nonambulatory child"** is defined as any child who is:

1. Unable to leave a building unassisted under emergency conditions.
2. Unable to walk forward and backward unassisted.
3. Unable to go up or down steps without help.
4. Dependent upon mechanical aids such as crutches, walkers, and wheelchairs.

5101:2-12-66 Infant Daily Program.

A. Each infant shall be removed from his crib for all feedings and removed from the crib at other intervals during the day for individual attention.

1. No infant shall be placed in his crib with a bottle for feeding and at no time shall a bottle be propped for an infant.
2. Each infant shall be allowed to safely and comfortably sit, crawl, toddle, or walk, and play according to his stage of development, in a designated space apart from sleeping quarters each day.
3. Cribs shall be set apart from play space so that the children will not have access to the sleeping area for play activities.

B. The center shall devise and implement a program, of activities suitable to the age levels and abilities of the infants under care. The director shall also observe this program.

  1. Provisions for outdoor play shall be offered according to the infants' stage of development. Outdoor play space shall meet the requirements of rule 5101:2-12-38 of the Administrative Code.
  2. Equipment and play materials in sufficient quantities shall be available as specified by rules 5101:2-12-41 and 5101:2-12-72 of the Administrative Code.

5101:2-12-67 Infant Caregivers.

A. The same child-care staff member(s) shall be assigned on a regular basis to care for each group that includes infants.

B. The working assignment of each child-care staff members shall be available as required by rule 5101:2-12-34 of the Administrative Code.

5101:2-12-68 Handwashing Facilities.

A. When nontoilet-trained children are enrolled, there shall be handwashing facilities available within the space or spaces where the nontoilet-trained children receive care, except as prescribed in paragraph B of this rule.

A **"handwashing facility"** is defined as a permanent-type fixture with running water which conforms to the requirements of the "Ohio Plumbing Code" in Chapter 4101:2-51 of the Administrative Code.

B. When handwashing facilities are not available within the space or spaces where the children receive care, handwashing facilities located elsewhere within the center may be used when the following requirements are met;

  1. For the purposes of diaper changing, no more than one infant per child-care staff member shall be removed at any time from the space or spaces where the nontoilet-trained children receive care.
  2. The maximum number of children per child-care staff member requirements of rule 5101:2-12-34 of the Administrative Code shall be maintained at all times within the space or spaces where the nontoilet-trained children receive care.

C. All employees shall wash their hands with soap and running water after each diaper change, or after assisting a child with toileting, after cleaning, after toileting, before preparing or eating food, and before feeding any child. Disposable towels or an air hand dryer shall be available at all times.

5101:2-12-69 Diaper Care Standards.

A. Changing of diapers for all nontoilet-trained children shall be handled in conformity with the following methods:

  1. Changing of diapers for all nontoilet-trained children shall occur in a space that contains a handwashing facility.
  2. Hands of the adult caring for the child shall be washed with soap and water after each diaper change.

3. If a central diaper changing station is to be used, there shall be a separation material placed between the child and the changing surface. The separation material shall be replaced after each diaper change with a clean separation material.
4. The central diaper changing station shall be disinfected after each diaper change with an appropriate germicidal agent. If the diaper changing station is soiled after the diaper change, it shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent.
5. If an infant's diapers are to be changed in his crib, there shall be some separation material between the infant and the crib sheet. If bedding becomes wet or soiled during the diaper change, it shall be replaced with clean bedding.
6. Any product used during diaper changing which is used on more than one child shall be used in such a way that the container does not touch the child. Any product obtained from a common container and applied to a child shall be applied in such a manner so as not to contaminate the product or its container. Common containers shall be cleaned and disinfected with an appropriate germicidal agent when soiled.

B. Storing of clean diapers shall be handled in accordance with the following methods:

1. A clean supply of diapers shall be available at all times and shall be stored in a specifically designated area.
2. Diapers or clothing used during diaper changing brought from the child's home shall be stored in space assigned exclusively for each child's belongings.

C. Storage and laundering of soiled diapers shall be handled in accordance with the following methods:

1. Diapers or clothing soiled with fecal matter and sent home with a child need not be rinsed at the center, but may be placed directly into a plastic container or bag, sealed tightly, and stored away from the rest of the child's belongings and out of the reach of children.
2. Soiled diapers to be disposed of or cleaned by the center shall be placed in a common plastic-lined, covered contained which shall be emptied, cleaned, and disinfected with an appropriate germicidal agent daily or more frequently as needed. Diapers to be laundered at the center should be stored in an appropriate germicidal solution until laundered.
3. Soiled diapers to be commercialy laundered shall be held for pickup for laundering for no longer than seven days.
4. Diapers to be laundered at home or by the center shall be held for laundering for no longer than one day.
5. Soiled disposable diapers shall be discarded daily.
6. Disposable materials are recommended for diaper changing, and if used, shall be used once and discarded. If washcloths or other washable materials are used, they shall be used once and stored in an appropriate germicidal solution until laundered.

5101:2-12-70 Infant Formula.

A. When infant formula is prepared by the center, it shall be prepared in conformity with written instruction from the parent or guardian or the physician in charge of the infant.

B. Any formula prepared by the center shall be prepared by one of the techniques recommended by the department of health. Sterilization requirements may be waived by the administrator upon written request by the parent, guardian, or physician in charge of the infant. The written request and the administrator's waiver shall be on file at the center for review by the director, upon request.

C. Before preparing formula, the center shall wash thoroughly all equipment to be used with hot water and detergent followed by a thorough rinsing in hot running water.

D. Any formula to be stored at the center for any period of time, whether prepared by the parent or guardian or the center, shall be labeled with the child's name and date of preparation.

E. Until used, all formula shall be refrigerated immediately after preparation by the center or upon arrival if prepared by the parent or guardian except for commercially prepared formula bottled so as not to require refrigeration until after opening. Prepared formula shall be stored no longer than twenty-four hours.

F. Centers that care for infants shall provide commercially prepared formula to be used in the event that the parent or guardian does not provide a quantity of formula sufficient to meet the infant's daily requirement.

G. Formula shall not be heated in a microwave oven.

5101:2-12-71 Infant Food.

A. Infants shall be served food in conformity with written instruction from the parent or guardian, or the physician in charge of the child, except as prescribed in paragraph D. of this rule. The instructions shall include amounts of food, type of food, and feeding times.

B. If infant food is provided by the parent or guardian, it shall be labeled with the child's name and date of preparation and immediately refrigerated, except for unopened commercially prepared canned food.

C. If breast milk is provided by the parent or guardian, it shall be labeled with the child's name and the date of receipt and immediately refrigerated. Breast milk shall not be stored for more than twenty-four hours.

D. The unused portion of formula, breast milk, or food remaining in the container from which the infant has been directly fed shall not be reheated or served a second time.

E. If the parent or guardian does not provide instructions for service of food to their child, the infant shall be served breast milk, formula, and/or food in sufficient amounts to meet the most current recommended daily dietary allowances as specified by the "Food and Nutrition Board, National Research Council, National Academy of Sciences, Washington, DC 20418."

F. Infant food shall be prepared and served in a manner appropriate to the developmental needs of each individual child according to his stage of development.

G. Food heated in a microwave oven shall be stirred or shaken during heating to avoid uneven heating.

H. An infant or a child of any age shall be permitted to nurse at will from a bottle containing other than water only at regular feeding times.

5101:2-12-72 Cribs.

A. Each infant shall be provided with a separate crib.

1. There shall be one crib available which meets the requirements of this rule for each infant for which the center is authorized to care.
2. Each crib shall be labeled with each infant's name who is assigned to use the crib and shall be for the exclusive use of each child between sanitations. Cribs shall be thoroughly cleaned with an appropriate germicidal detergent and regularly sanitized before assignment for use by another child.
3. Cribs shall be defined by size as follows:
   a. **"Porta crib"** shall mean a crib which has an interior dimension smaller than forty-nine and three-fourths inches (plus or minus five-eighths inch) in length, twenty-six and five-eighths inches (plus or minus five-eights inch) in width. With the mattress support in its lowest position and the crib side in its highest position, the vertical distance from the upper surface of the mattress support to the upper surface of the crib side and/or end panel shall not be less than twenty-two inches.
      i. Porta cribs with dimensions less than thirty-six inches in length and twenty-four inches in width shall not be used by children in the center.
      ii. Only children under thirty inches tall shall be assigned to use a porta crib.
   b. **"Full-sized crib"** shall be defined as a crib which has an interior dimension greater than fifty-one inches (plus or minus five-eighths inch) in length and twenty-seven and seven-eighths inches (plus or minus five-eighths inch) in width. With the mattress support in its lowest position and the crib side in its highest position, the vertical distance from the upper surface of the mattress support to the upper surface of the crib side and/or end panel shall not be less than twenty-six inches.
      i. Cribs with dimensions less than those specified for a full-size crib shall be considered to be a porta crib.
      ii. Only children under thirty-five inches tall shall be assigned to use a full-sized crib. Children over thirty-five inches tall shall be assigned to use a cot.

B. Each crib shall be of sturdy construction, with closely spaced bars.

1. Spaces between the bars of the crib and between the bars and end panels of the crib shall not exceed two and three-eighths inches.
2. Stacked cribs shall be prohibited for use by children.
3. Mesh cribs, playpens, and bassinets of any type shall be prohibited for use by children during any nap time period.

C. Each crib shall have a firm mattress.

1. The space between the mattress and the side of the crib or the end panels of the crib shall not exceed one and one-half inches.
2. The mattress shall be firm, and at a minimum, one and one-half inches thick.

D. Each mattress shall be securely covered with a waterproof material which is not dangerous to children.

E. Each mattress shall have clean crib sheets and/or blankets which are changed at least weekly, or more often as necessary. If a crib is used by more than one child, the crib sheet and/or blanket shall be changed whenever another child uses the crib.

F. Cribs shall be spaced apart from each other by a minimum of two feet on all sides.

G. Cribs shall be thoroughly cleaned and disinfected in accordance with rule 5101:2-12-43 of the Administrative Code.

5101:2-12-99 Day Care Advisory Council.

There is hereby created in the department of human services a day-care advisory council to advise and assist the department in the administration of Chapter 5104 and sections 5107.25 to 5107.30 of the Revised Code and in the development of child day-care services. The council shall consist of eighteen members appointed by the director of human services with the approval of the governor. The director of humans services, the superintendent of public instruction, the director of health, the director of industrial relations, and the state fire marshal shall serve ex officio as members of the council.

Six members shall be representatives of child day-care centers subject to licensing, the members to represent a variety of centers, including nonprofit and proprietary, from different geographical areas of the state. At least three members shall be parents, guardians, or custodians of children receiving chid day care or child day-care services in the child's own home, a center, type A home, certified type B home, or type B home at the time of appointment. Three members shall be representatives of in-home aids, type A homes, certified type B homes, or type B homes. At least two members shall represent county departments of human services. The remaining members shall be representatives of the teaching, child development, and health professions, and other individuals interested in the welfare of children. At least six members of the council shall not be employees or licensees of a child day-care center or type A home, or providers operating a certified type B home or type B home, or in-home aids.

Six of the original appointments shall be for one year, six for two years, and six for three years, and subsequent appoints shall be for three-year terms. Vacancies shall be filled for the unexpired terms.

The council shall advise the director on matters affecting the licensing of centers and type A homes and the certification of type B homes and in-home aides. The council shall make an annual report to the director concerning the licensing, certification, and regulation program and the council's recommendations concerning such program. Copies of the report shall be made available to the public upon request.

Members of the council shall serve without compensation but shall be reimbursed for necessary expenses.

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